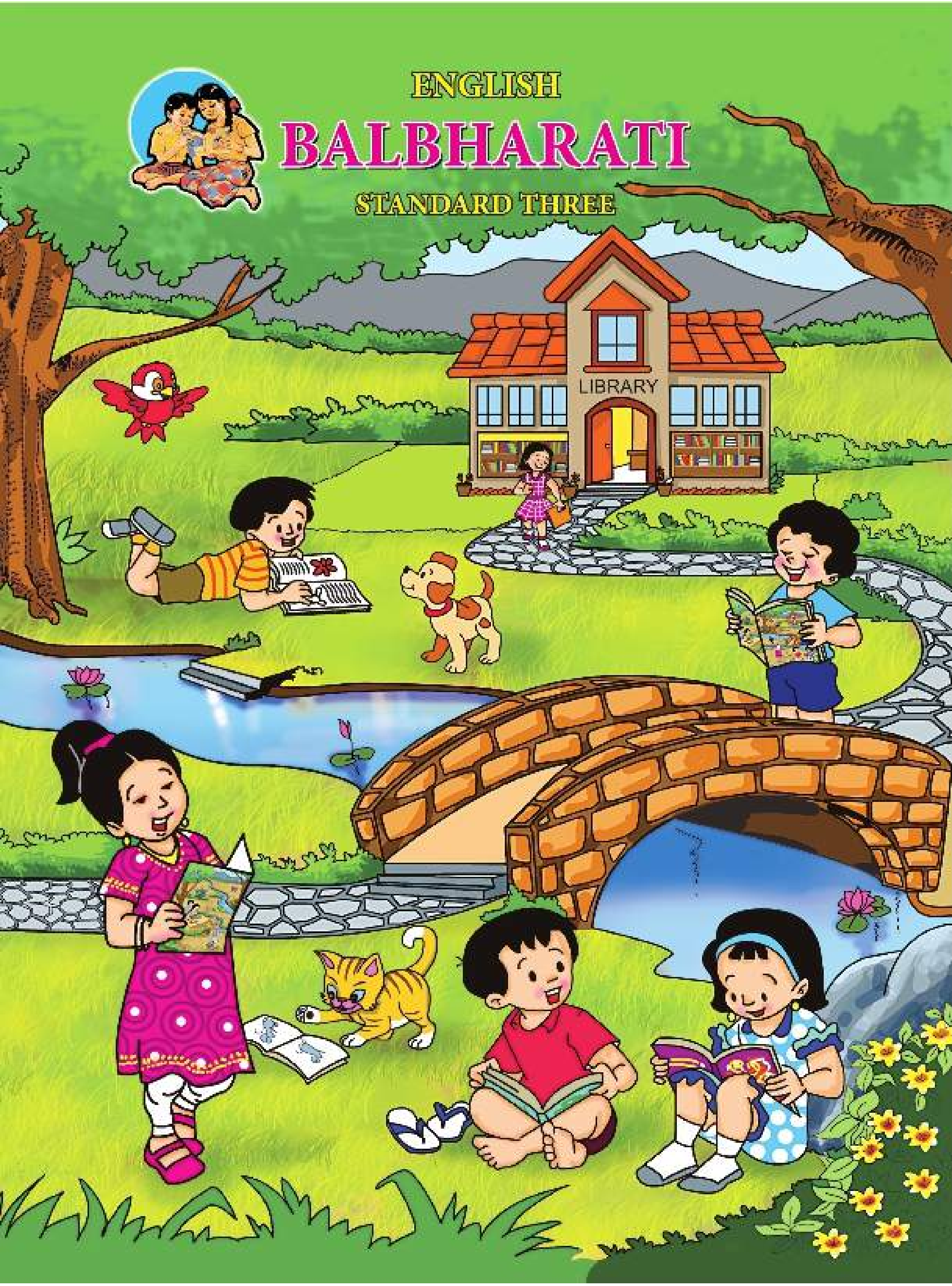
ENGLISH
BALBHARATI
STANDARD THREE



Education Department's Sanction Number :
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ENGLISH BALBHARATI

STANDARD THREE



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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two of the most important events that have influenced the field of primary education in the country. In the State of Maharashtra, too, primary education curriculum was revised to reflect their guidelines and expectations. We are happy to place this **English Balbharati** for Standard Three based on '**Primary Education Curriculum 2012**' in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

Language plays a very important role at the primary level as other subjects, too, are learnt through language. A child learns language from all sources - in school, at home and from his/her environment. Teaching and learning of languages in school is designed to provide a series of graded activities in a suitable environment with a view to developing the child's language skills and sensibilities to their full potential. The curriculum expects a balanced development of all the four skills of listening, speaking, reading and writing in the proper sequence. The emphasis in the initial years is on developing the child's confidence and expression.

This textbook presents a number of activities in a particular sequence which will allow the child to learn language actively and in an enjoyable manner. Some important suggestions have been given for teachers and interested parents to help them motivate and guide the children while learning English. Teachers should handle the various items given in this book within the framework provided by the instructions.

The English Language Committee and the artist have taken great pains to prepare this textbook. It was reviewed by teachers and experts and their comments and suggestions have helped us to give it a better shape. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.

(C. R. Borkar)
Director
Maharashtra State
Bureau of Textbook Production and
Curriculum Research, Pune.

Pune
Date : 28 April 2014
8 Vaishakh 1936

For Teachers

Before you take up the textbook in the classroom –

- Go through the entire book to get an overall idea of the contents.
- All passages and activities are important. Don't 'drop' any of them.
- When you plan your year's work, note the activities which can be used again and again (A String Song, A Skit, etc.), and those which have to be done over a period of time (Festival Album). Keep enough time for them in your teaching plans. Some of them can be used as projects. See 'Things to do' number 5 on page 12, Festival Album on pages 42-43, 'Things to do' number 7 on page 50 and 'Design your own Robot!' on page 68.
- Every passage is followed by **'Things to do'** which involve a variety of activities and exercises. Note that many of the activities and question types can be repeated with other passages. Use them to design additional interesting exercises.

For Teachers / Parents

Create an atmosphere that facilitates language learning –

- At this stage, oral work is in fact, more important than written work. Get the students to do a lot of oral work.
- Let the students speak and write a lot. Do not focus on accuracy all the time.
- Many activities in the book require group work. Train the students to form groups quickly. They should get used to working with their friends without creating problems of discipline.
- See that every student gets many opportunities to use his/her imagination. Make maximum use of the exercises and activities given here for this purpose.
- Do not expect or encourage stereotyped or uniform responses. Accept and appreciate originality in students' work.
- Encourage students to present their work in front of the class (or guests). Display their written work regularly and provide many opportunities for presenting monologues, speeches and recitations.
- Encourage students to collect jokes, riddles, puzzles and other interesting material.
- Let each child keep a colourful pictorial file of his writings and other work done during the year. Allow children to display the files from time to time.

CONTENTS

Unit One

1. A Pretty Game



The sun and the rain in fickle weather
Were playing hide and seek together;

And each in turn would try to chase
The other from his hiding place.





At last they met to say, 'Good-bye,'
And lo! A rainbow spanned the sky.

• **fickle :** something that changes quickly, suddenly. • **chase :** run after somebody to catch that person. • **spanned :** spread from one end to the other.

Things to do :

1. Read the poem aloud.
2. How do you play hide and seek ? Tell it in short.
3. Name any five other games that you play and enjoy.
4. Copy the names of the colours of the rainbow given below.
   • violet • indigo • blue • green • yellow • orange • red
5. Draw a picture of a rainbow.
6. Write other words related to – (a) weather, (b) sky.

2. 'Go!' and 'Come!'

Once there was a little boy who lived in a pretty little cottage. There was a lovely garden around the cottage. Different kinds of plants grew in the garden, and so there was a lot of work to do there. The plants had to be watered every day. They had to be given manure from time to time. They had to be cut and pruned at the right time. The garden needed weeding and cleaning. Everybody in the little boy's family helped to take care of the garden.

The boy had a very strict uncle who came to stay with them for a few days. The uncle believed in hard work and discipline. One day, he saw that the boy was playing around in the house.



"Little boy," said the uncle, "you would be far better at work. Your garden needs weeding sadly; go now and weed it, like a good child!"

But the little boy did not feel like weeding that day.

"I can't do it," he said.

"Oh, yes, you can," said the uncle.

"Well, I don't want to, not just now," said the little boy.

"But you must!" said his uncle. "Don't be naughty, but go at once and do your work! This is an order! Get up and go!"

The uncle was himself a hard-working man. He went away to carry on with his own work in another room, but the little boy sat still. He felt that his uncle was being unfair. His chin began to wobble, he had a lump in his throat and his eyes welled up.

Just then, his mother walked in.

"What's the matter, little boy?" she asked, "Why do you look so unhappy?"

"Uncle told me to weed the garden," said the little boy.

"Oh!" said his mother, "What fun that will be! I love to weed, and it is such a fine day! Can I come and help you to weed?"

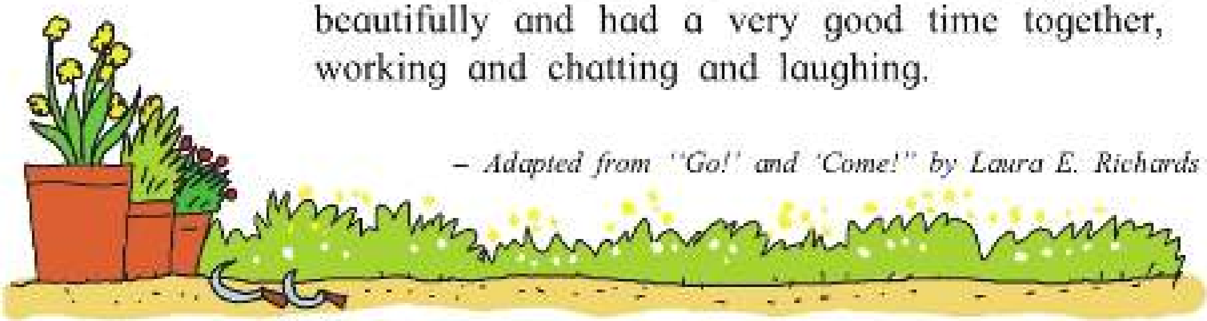
"Why, yes!" said the boy.

"Come, let's do it now," said his mother.



The boy got up readily and went outside with his mother. The two of them weeded the garden beautifully and had a very good time together, working and chatting and laughing.

– Adapted from "Go!' and 'Come!" by Laura E. Richards



• **cottage :** a small simple house. We usually see cottages in a rural area. • **manure :** material mixed with soil to help plants grow. • **pruned :** removed dead and unwanted parts of the plants to help them grow. • **weeding :** removing troublesome, unwanted plants from a field or garden. • **sadly :** badly, very much. Used with words like 'needed' or 'wanted.' • **welled up :** filled with water (tears).

Things to do :

1. Answer the following questions :
   (a) Was it wrong to tell the boy to weed the garden ?
   (b) Was the boy naughty ?
   (c) Did the boy's mother want him to work ?

2. Find and write the lines that tell us the following :
   (a) How the boy's family took care of the garden.
   (b) The little boy was about to cry.
   (c) The boy and his mother worked happily and well.



3. Write any two requests/orders, first using 'Go....' and then using, 'Come, let's.... .' Which one would you use ?

4. Copy the words : * different * believed * discipline * naughty * readily.

5. Write 3-5 lines about any grown-up person you like. Also write how you spend time with that person.

3. Tenali Raman Draws a Picture

Tenali Raman is standing in front of a drawing board.

Messenger : Good afternoon, Sir, the King wants you.

Raman : Shh! Don't disturb me. I am busy.
(Messenger goes away.)

King : (*Walks in*) Raman, I was waiting for you. What are you doing?

Raman : Your Majesty, I was drawing a picture.

King : I see. We would like to see the picture.

Raman : Here, Your Majesty. This is my picture.

King : Is this a picture? What have you drawn, Raman? Please explain.

Raman : I was drawing a cow, a cow eating loads of grass.

King : Loads of grass? I can't see any grass here!

Raman : Ah! That's because the cow ate it up.

King : And where's the cow?

Raman : After eating up all the grass, the cow walked away, Your Majesty.

King : Ha, ha, ha ! Raman, you always make me laugh!



Things to do :

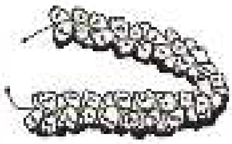
1. Read the skit aloud and enact it.
2. Answer the following questions :
   (a) What did the King see on Raman's board ?
   (b) Had Raman really drawn a cow eating grass ?
   (c) Can a cow walk away from a picture ?
3. Retell the above story in the form of a joke.

In this skit, Raman gives a funny explanation of why there was nothing in his picture. Can you think of other such funny explanations?

4. A String Song

Form groups of 8 to 10 children each to play this game.

A string of white flowers

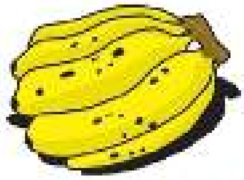


- The first child says,

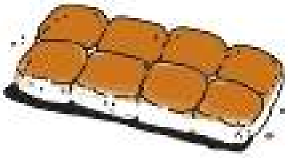


I went to the market.
Do you know what I bought ?
Some red shiny apples !
That's what I got.

A bunch of big bananas



- The second child adds something :



I went to the market.
Do you know what I bought ?
Some red shiny apples !
A big loaf of bread !
That's what I got.

- The third child adds one more thing.

A big jar of honey





I went to the market.
Do you know what I bought ?
Some red shiny apples !
A big loaf of bread !
A pack of colour pencils !
That's what I got.

A sack of gram flour



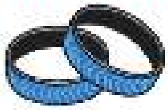
A pack of liquid soap



Some juicy ripe mangoes



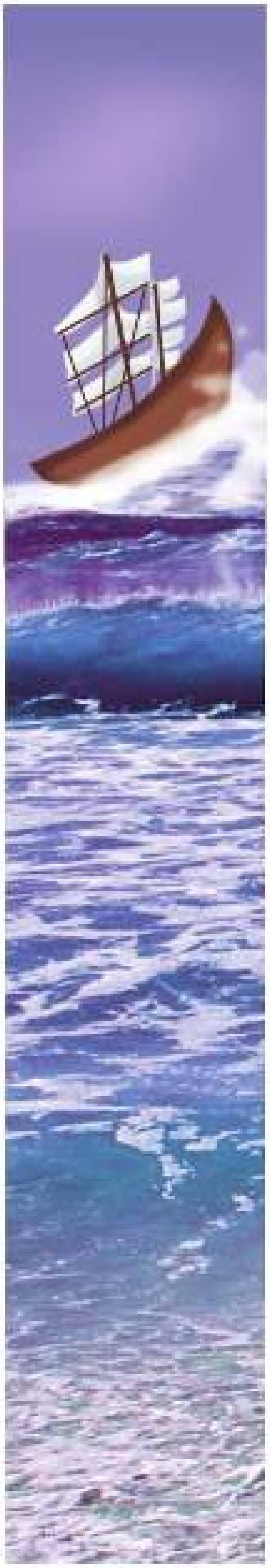
A pair of blue bangles



In this way, every child repeats in the correct order, what others have said and adds something new on his/her own. The game continues up to the last child.

You may use the examples given here, or use your own ideas.

5. The Story of Sindbad the Sailor



The story of Sindbad and his seven fantastic voyages appears in the huge collection of stories – 'The Book of One Thousand and One Nights' or 'The Arabian Nights'. The story tells us that Sindbad was a famous sailor who lived in Baghdad. He was honest, generous and brave. He had many adventures on each of his voyages. He never lost heart and hope in dangerous situations. He overcame great dangers and returned home safely from each of his voyages. Here's the story of his first voyage.

The First Voyage

Sindbad set sail with a company of merchants on a big ship. From time to time, they stopped at various ports. There they sold their merchandise and bought new things to trade.

One day, when their ship was sailing smoothly across the sea, they spotted a small island at a distance. They had not seen land for many days and felt both surprised and happy to see the island. They sailed close to the island. The Captain of the ship allowed them to go there for a picnic. Everyone was excited. On the island, they strolled around, sang and danced. Some people began to wash clothes. Some lit fires to cook meals.

Soon, a breeze sprang up. The fires began to blaze. Suddenly, the land began to shake and move. With a shock, the picnic party realized that the island was not an island at all. They were on the back of a huge sea-monster, and it had started moving. People began to scream. They left their pots and pans, their clothes – both washed and unwashed, and rushed back to the ship. The Captain ordered his men to set sail immediately in order to move away from the monster.



The sea-monster plunged deep into the sea. Many of the people managed to climb aboard the ship, but many sank into the sea with the so called island. Sindbad alone did not drown in the sea. But he could not reach the ship. He saw it sailing far, far away. He was now at the mercy of the waves, being tossed here and there. He clung to a piece of wood and somehow managed to keep afloat. He spent the night alone at sea.

When the next day dawned, Sindbad was happy to see that he had floated near an island – a real, big island. He could see hills and woods and trees at a distance. Though he was extremely tired, he swam to the shore with all the strength that he could muster. Exhausted and hungry, he lay on the sand for some time. Then again, he made an effort and began to walk inland towards the shady fruit trees that he could see at a distance.

Luckily, this was the time when the King of that island sent his horses to the seashore with the grooms. The grooms saw Sindbad and gave him food and drink. Then they took him to the King. The King

was impressed by the way Sindbad told him about what had happened. He asked Sindbad to stay with him, and work as an officer of the King at the port.

Sindbad stayed there for a few days, learning a lot from the King and the people on the island and in turn telling them about the other cities and ports that he had visited. At the port, Sindbad often made enquiries about any ships coming from or going to Baghdad but no such ship ever came to that port.

Then one day, a ship arrived at the island with a lot of merchandise. Sindbad was at the quay when the cargo from that ship was being unloaded. He was surprised to see that his own name was marked on some of the boxes. Then he went to see the Captain of the ship. At first, the Captain could not believe that it was the same Sindbad that they had seen drowning in the sea. But when Sindbad spoke to him face to face, he recognised him. He was overjoyed to see Sindbad alive. He gave him back all his merchandise.



From the goods that he thus got back, Sindbad presented the most valuable items to the King of the island saying, "Please accept this, Your Majesty. You have been very kind and very generous to me." The King was pleased. He, too, gave Sindbad many valuable gifts when Sindbad left the island with the merchant ship.

If you want to know what happened to Sindbad afterwards, you have to read the rest of the story of his fantastic voyages.

• **merchandise :** goods or things for sale. • **trade :** give in return for something, sell. • **strolled :** walked here and there, without hurrying.
• **sprang up :** developed or began to blow suddenly. • **blaze :** burn strongly.
• **afloat :** floating. • **all the strength that he could muster :** all the strength that he could use at that time. • **inland :** towards an area of land away from the seashore. • **grooms :** persons who take care of horses.
• **quay :** a platform in a port or harbour where boats come to load or unload their luggage. • **cargo :** load of goods or things carried in a ship (or an aeroplane).

Things to do :

1. Write at least one or two lines about the following with the help of the story.
   (a) Sindbad, (b) The sea-monster, (c) The King of the island.

2. Imagine what the people there might have said on the following occasions. Write it down. You may write it in one or two lines or you may write a long speech, if you like.
   (a) People on the ship saw a small island at a distance.
   (b) The island began to shake and move.
   (c) Some people managed to climb aboard the ship.
   (d) The grooms saw Sindbad on the shore.
   (e) The Captain of the ship recognised Sindbad.
   (f) Sindbad said goodbye to the King.



3. Use the letters in the following words to make new and meaningful words. (At least 5 each.)
   (a) merchandise (b) immediately (c) exhausted (d) valuable (e) generous
   Example – island : is, in, land, and, sand, lid.

4. From the lesson, find and list all the words that begin with –
   (a) the letter 's', (b) the letter 'i'.
   Try to frame as many meaningful sentences as possible, using only the words listed under (a).
   Now try to frame a meaningful sentence using only the words listed under (b). Is it possible to frame a sentence ?

5. Try to find more information about merchant ships, ports and how the cargo is loaded or unloaded from ships today.

For the Teacher : Get the children to read and share story-books on a regular basis. If possible, set up a 'Class Library' with the help of the parents.

6. In a Biscuit Factory

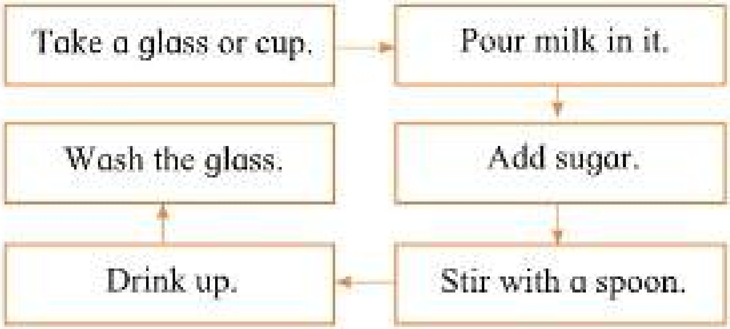
A biscuit is so crisp and tasty.
We all love biscuits.
We get different types of biscuits in shops.
They come in colourful packets.
They are made in a factory.
But how are biscuits made in a factory ?
Let's find out.




Tasty
Cool the ready biscuits.
See if the biscuits are done / baked properly.
Bake the dough shapes in an oven.
Pack the biscuits into packets.
Store and sell the packets.
Cut out the dough into biscuit shapes.
Roll out the dough.

Things to do :

1. Guess the meaning of these words – * factory * recipe * ingredients * dough.
2. A flow chart shows how something is done – the different steps and the order in which they are carried out. Look at the flow chart on pages 10 and 11 that shows how biscuits are made in a factory. Make a similar flow chart in your notebook. Write each step in a separate box. Join the boxes in the correct order.
3. Prepare a simple flow chart (with 3-5 steps) for any task of your choice. For example, Drinking milk :





4. Given below is a recipe for making Nankhatai at home. Read it carefully and make a list of all the ingredients or the things that go into a Nankhatai.

   * Sift together, 1 cup maida (fine wheat flour), 3-4 tablespoons besan (gram flour) and 1/4 teaspoon baking soda.
   * Mix half a cup of melted ghee and 1 cup of powdered sugar well to make a smooth paste.
   * Now add the flour mixture to this paste little by little and make a dough.
   * Knead the dough gently.
   * Leave it for 1-2 hours.
   * Make small balls from the dough and flatten them.
   * Arrange the dough shapes on a baking tray.
   * Bake the dough shapes in a hot oven for about 15 minutes, till they become light brown.
   * Let the Nankhatai cool for some time.
   * Store the Nankhatai in a jar with a tight lid.

5. Collect a few wrappers of different kinds of biscuits/cookies. Paste them in your scrapbook. Note and write the following below each wrapper.
   * The name of the biscuit. * The name of the company that makes it.
   * The date of packing/manufacturing. * 'Use by' date. * Place where the biscuits were made. * The price on the packet. * Ingredients.

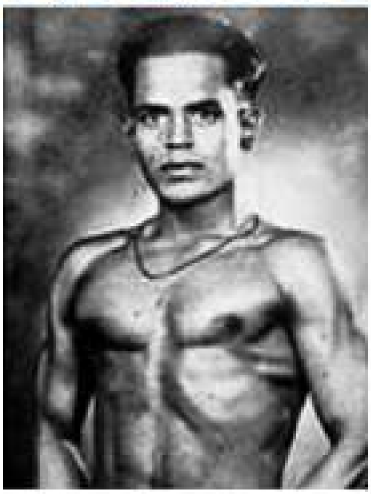
7. Khashaba Jadhav



Have you heard about the Olympic games? Sportsmen from many different countries of the world come together for the Olympic games. A number of events are held. There are games, athletics events like high jump, long jump, running, gymnastics events, swimming and diving competitions, boxing and wrestling matches and many many other things. The winners are given gold, silver and bronze medals. An Olympic medal is an honour. An Olympic winner is considered to be a world champion.

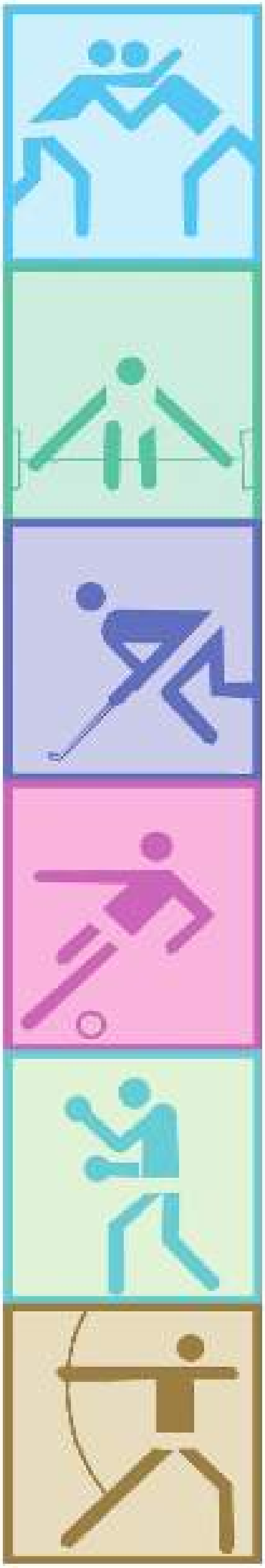
Few Indians have won Olympic medals so far. The first person to win a medal for independent India was a wrestler from Maharashtra. His name was Khashaba Jadhav.

Khashaba Jadhav was born in a very poor family in a village called Goleshwar in Satara district. But it was a family that loved sport, especially wrestling. His father, Dadasaheb, was himself a wrestler. He had five sons. The youngest of them was Khashaba. Dadasaheb himself taught his sons wrestling. They were all very good at it but the best among them was Khashaba.



From an early age, Khashaba loved to watch wrestling bouts. His father took him to see the bouts from the time he was just four years old. He would sit on his father's shoulders and watch the bouts. At ten, he was the youngest to get into the 'akhada.' Soon, it became clear that he was also the best - not only in his own 'akhada' but in the whole area.

Khashaba loved other sports, too. He was fond of kabaddi, mullkhamb, running, swimming and gymnastics. He took part in all of these. He became strong and agile. He loved to discuss sports with his friends.



He went to Rajaram College in Kolhapur where wrestling was encouraged. Khashaba took part in many wrestling bouts, and won them all. In that area, he was the champion. Therefore, he was sent to wrestle at the State level and national level.

Khashaba Jadhav became famous at the national level, too. He beat the national champion Niranjan Das in 1948. That is why, it was decided to send him to the international Olympic games.

When Khashaba Jadhav took part in the Olympic games for the first time, he found that the Indian and international rules were different. Also, he was used to wrestling in an earthen pit. At the Olympic games, the bouts were held on a mat. In spite of these differences, Khashaba Jadhav won a sixth place out of forty-two.

The Olympic games are held every four years. In 1952, Khashaba wished to take part in the Olympics again. But it was not an easy task. He had to prove his merit again and face the opposition of officials.

Also, in those days, Olympic participants had to spend their own money for travelling to and staying in the place where the games were held. It was very expensive. Khashaba did not have that much money and he did not get any money from the government. At last, the Principal of Rajaram College gave his own house to get the money. Other people in Khashaba's village also helped.

The 1952 Olympics were held at Helsinki. There, Khashaba Jadhav had to face opponents from Russia and the Gulf countries. He won the first five bouts quite easily. He won each bout within five minutes.

Then, he had to face a wrestler from Japan. They were both well-matched. The bout lasted for fifteen minutes. Khashaba lost the match by just one point.

He was exhausted after the bout, but he was asked to wrestle with a Soviet wrestler immediately. This was against the rules. According to the rules, Khashaba should have rested for at least half an hour before the second bout.

Khashaba lost in the bout with the Soviet wrestler. Still, he had won a bronze medal, by finishing third.

When Khashaba returned from Helsinki, many people honoured him. The people in his village gave him a grand welcome. A procession of 151 bullock carts waited for him in his home village of Goleshwar. The villagers carried their hero home to the sound of dhols.



Khashaba Jadhav did not forget those who helped him. After winning the Olympic medal, he played the first bout to raise money – not for himself, but for the Principal who had given his house for sending Khashaba to Helsinki. The Principal got his house back again.

Khashaba won great honour for his country even when he did not have much help or facilities. Today, sportsmen have many facilities. Shouldn't we all try our best to win greater honours for our motherland ?



Things to do :

1. Find the answers to the following from the lesson :
   (a) Who takes part in the Olympic games ?
   (b) What medals are given in the Olympics ?
   (c) Where was Khashaba Jadhav born ?
   (d) What sports did he like ?
   (e) How many bouts did Khashaba Jadhav win at Helsinki ?
   (f) How did the people in Khashaba's village welcome him ?
   (g) Did the Principal get his house back again ?

2. Listen to the following carefully and write them down.
   * wrestler * youngest * taught * people * facilities

3. Look at the following words carefully and copy them in your notebook.
   • especially • competition • encouraged • differences
   • international • participants • immediately • government

4. Use two or more letters from the word to make other words.
   Example : heard – he, are, ear, hear, head, red, dare, hare
   • wrestling • wrestler • therefore
   • national • motherland



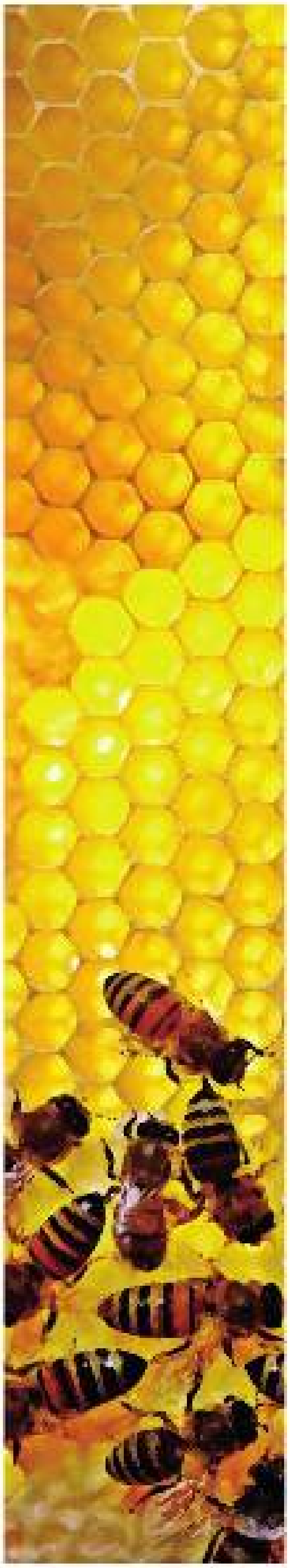
5. Read the words aloud and find the odd-man-out in each group.
   * catch - match - watch * some - come - home * that - chat - what
   * five - give - dive * those - nose - lose * here - there - where

6. Read the following sentences. On each sentence, frame a question starting with the given word.
   (a) Khashaba loved to watch wrestling bouts. What
   (b) His father took him to see the bouts. Who
   (c) He would sit on his father's shoulders. Where
   (d) He beat the national champion in 1948. When

7. Gather more information about the Olympic games or other important sports events.

8. A Honey Bee Speaks

A Monologue



Hmmmm... Hmmmm... What ! Me, a lazy bee ? You think I simply have fun all day among the flowers ? Oh, no ! When I am flitting from flower to flower, I am actually very hard at work. And that's why I am called, not a lazy bee but a busy bee.

Come, I'll show you my house and tell you what a lot of work we bees do all our life. Hmmm.....

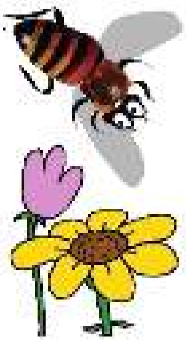
My house is called a honeycomb. It's a big house with thousands of rooms or cells. Each room has six equal sides. We take a lot of care to build it. We even produce the material for building the comb. It's called beeswax.

Do you know, when I was very young, I used to stay at home. But even then I had to do a lot of work. Hmmm..... I had to look after the larvae – the babies that would grow into bees. I had to feed them and protect them. If anyone came near our comb to disturb it, I was ready with my weapon – a sting! I'm not only a worker, I'm also a soldier. Beware, don't trouble me !



Hmmm..... Well, to go back to the comb, I had to keep the comb cool by fanning it with my wings.

Then I had to keep the house in order – put away all the honey and food that other bees brought from the flowers. But luckily, I had hundreds of other bees working with me. We all worked together without ever fighting ! That's one reason why we can build such perfect and beautiful houses.



Yes, I helped with the house building, too. We keep making our house bigger and bigger to make room for the babies and for the food and honey we gather.

When I became older, I began to fly out of the comb to gather nectar. I take the nectar and pollen from the flowers and carry them back to the comb. Nectar is the sweet juice in flowers and pollen is the yellow powdery stuff you see on flowers. I visit hundreds of flowers and make several trips every day without wasting even a single moment !

The nectar from the flowers is too thin. We bees turn it into the sweet thick honey that you like.

It's only because you called me a lazy bee that I stopped and explained it all to you. Otherwise, I have not a moment to lose.

Bye – Hmmm..... Hmmm..... .

Things to do :

1. Answer the following questions :
   (a) Why is the bee called a busy bee ?
   (b) What work do young bees do ?
   (c) What do the older bees do ?
   (d) What weapon does the bee have ?
   (e) When does the bee use its weapon ?



2. Find the meaning of the following from the lesson :
   * honeycomb * beeswax * nectar * pollen.
   Then put these words in alphabetical order.

3. Present a part of the monologue in the classroom. (5-10 lines)

4. We use the words 'busy as a bee' to describe a person who keeps working happily all the time. What qualities do you think of when you think of the following animals :
   * lion * elephant * ant * fox * tortoise
   * monkey * butterfly * cow * horse

5. Find out what a beehive is.

6. Draw a picture of honeycomb cells.

9. Dress Quickly !



All your life you'll have to dress,
Every single day (unless
You should happen to be sick),
Why not learn to do it quick?

Hang your clothes the proper way,
So you'll find them fresh next day;
Treat them with a little care,
Fold them neatly on a chair;

So, without a bit of worry,
You can dress in quite a hurry.
Think of the slovenly Goops, before
You strew your clothing on the floor!

- Gelett Burgess
(From 'More Goops and How Not to Be Them')

• **slovenly :** untidy, careless in dress and manners. • **Goops :** a rude, careless person with no manners. • **strew :** scatter, spread here and there.

• **clothing :** clothes.

Things to do :

1. List at least 5 things (apart from dressing) that we have to do all our life.
   For example, comb one's hair or take a bath/shower. In the list, tick off the things that you are able to do properly and quickly. Talk to your parents/guardians and friends about how to do all these things well.

2. In the following charts, write at least two examples of each.

(a)

Things I do without fail –	Things I forget to do –

(b)

Things I like to do –	Things I don't feel like doing –

(c)

Things I can do well –	Things I can't do well –

3. Read the following and circle the things that the Goops would do.

   * Speak with their mouth full. * Cover their mouth when they sneeze. * Put muddy footprints on the bed. * Spit on the roads. * Flush the toilet properly. * Wipe dirty hands on their clothes. * Pick their nose. * Switch off fans and lights while leaving a room. * Push people on the stairs. * Wait in a queue. * Use other people's things without their permission. * Throw garbage in a dustbin.

4. Write the pairs of rhyming words you see at the end of the poem.
   For example, sick - quick.



5. Make new words by adding '-ly' to the following words.
   Then use the new words in your own sentences.

   * slow * nice * proper * loud * soft * clear * neat

   Example : neat - neatly. Write neatly.

10. Pretty as a Picture

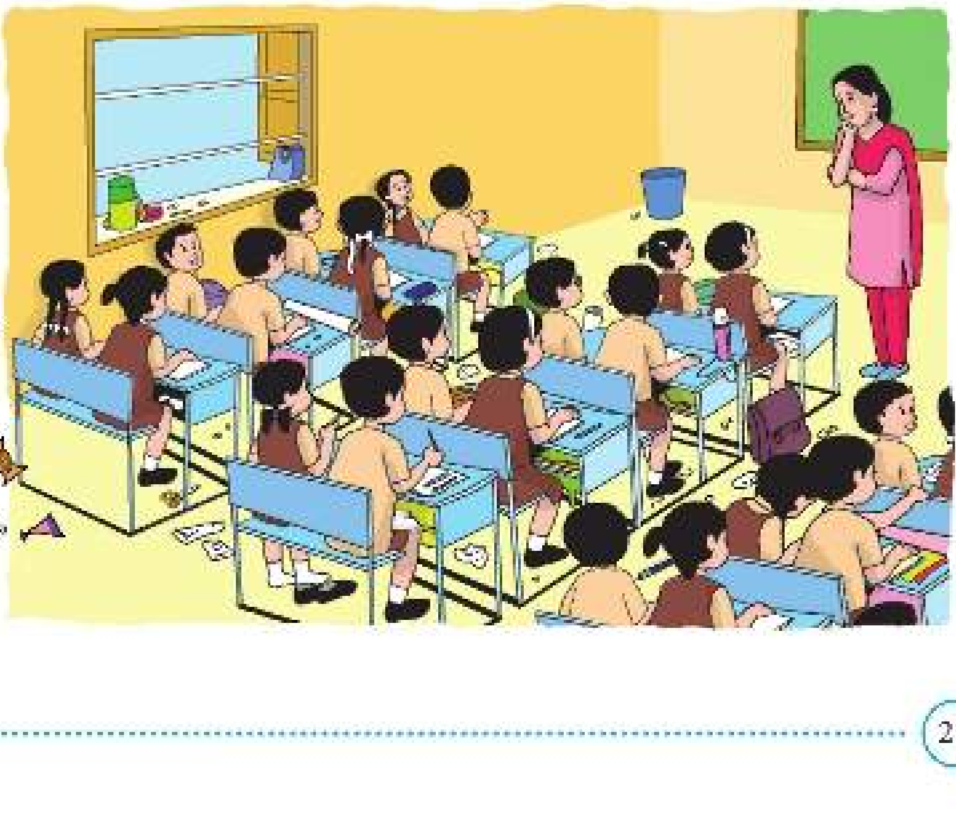


Right on the first day of school, our new class teacher Miss Nina told us that the last period on every Friday would be story-time. We all decided immediately she must be the best teacher in the world. We hoped she knew enough stories for all the Fridays of the year.

So, Friday came and we got more and more excited till at last the bell rang for the last period. We reminded her right away about her promise.

"Yes, of course," she said happily. But as she looked around the class, we could see her face changing. "Oh, dear, I was going to tell you such a lovely story. But, it looks as if that will have to wait."

"No-o-o," said everyone. "That's not fair !"



"Look at the classroom," Miss Nina said. "How can we enjoy a story with all this rubbish all over the floor ?"

So, everyone went scurrying around picking up paper, and pencil stubs and putting them in the waste-paper basket. What a confusion there was ! But Miss Nina was not satisfied.

"The desks and benches are all crooked," she said.

So, up popped everyone once again straightened out the rows quickly and put them all in perfect order.

"That's much better," she said. "But look at yourselves. Ribbons undone, shirts hanging out, shoelaces open, belts askew."

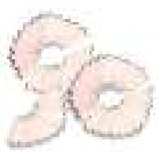
Anything for the story, we thought. And as quickly as possible, we tidied ourselves up. We kept asking the kids around us to tell us if we were looking tidy enough. No mirrors in the classroom, you know ! But this silly Shirin's plait was all undone. Sonia had to do it all over again for her and tie the bow too.

"One last thing," Miss Nina said. "You'll be in a hurry when the story is over. So how about putting away all your things into your bags right now ? All the books, all notebooks. Don't forget the compass box. Have you put away your pencil ? Your rubber ? Your ruler ? The pack of colour pencils ? Good. Now your tiffin and water bottle. There's a place for everything, so put everything in its right place."

Well, we were all done except Rahul and Anwar. They couldn't find their diaries. And Sheela who couldn't find the cap of her pen ! And Bina who had lost the cup from her water-bottle. And............ . And everyone was making such a noise trying to help, I thought we would never finish and Miss Nina would be too angry to tell us a story.

But at last it was all done and Miss Nina finally smiled broadly. "Now, that's my favourite class ! All spick and span and as clean as a whistle. But is there time for a story ? Oh, yes, there is ! Just a short little one."

Short or long, Miss Nina told us a really funny story about a king and his clown. Only, it ended too soon. And we were still laughing when the bell rang. So, we just thanked Miss Nina and left.



By the way, Miss Nina's idea about packing the bag early was really good. My mother said she'd never found my bag so neat before. And I hadn't left anything behind in school either.

Now, on Monday when the week began, our class monitor said he had a good idea and he wanted us to listen. He said that we must practise straightening up the classroom and ourselves quickly. Just within five minutes ! That way, we would have time for long stories on Fridays.

So, we drew up a 5-minute drill.

Here it is :

First minute : Start from the last kid in every line, collect and pass on all paper and rubbish to the kid in front. They go and put it in the waste-paper basket.





Second minute : Come out of your place and straighten your desk. Look at the lines on the floor to help you keep it just right. Kids on the ends tell you if your desk is out of line.



Third minute : Tie shoelaces and ribbons. Tuck in blouses and shirts. Straighten dresses and belts. Face your partners to make sure that everything is all right.

Fourth minute : Pack your bags. Check all books, notebooks, compass boxes, colour pencils, tiffins, water bottles. Have I written my homework? Have I forgotten anything?





Fifth minute : Sit down quietly and try to guess the story Miss Nina's going to tell!

Meena, the other monitor, suggested that we do this without saying a single word. Great idea ! That saves us all the confusion. Miss Nina was so-o-o pleased with the 5-minute drill. She said she would also help. She said she would keep looking at her watch and tell us after every minute to hurry up.

We practised, starting on Monday itself. It was crazy at first. There were kids giggling and making funny faces and we all felt awkward. But, we had to do it for the sake of that STORY.

And do you know what Miss Nina said at the end of the 5-minute drill ? She said our class looked as pretty as a picture !

We got a full 25-minute story this Friday !

Things to do :



1. With the help of a calendar –
   (a) Find out how many Fridays there are in this year.
   (b) How many of these Fridays you will spend in school.
2. Mention the things that make –
   (a) a class untidy (b) a person untidy.
3. Write any five things you do to tidy up your house.
4. How much time do you need to get ready for school ? Write in the following table :

Task	Time Taken

5. Use the following phrases in your own sentences :
   * pretty as a picture * spick and span * as clean as a whistle.
6. When do we say the following? Describe one situation when you will say –
   * That's not fair ! * That's much better !
7. Write where you will put the following : * pencil * cup * banana peel * doll. Mention two other things that are kept in each of these places.
8. List five of your favourite stories.

Unit Two

11. The Sugar-Plum Tree

Have you ever heard of the Sugar-Plum Tree?
'Tis a marvel of great renown!
It blooms on the shore of the Lollipop Sea
In the garden of Shut-Eye Town;

The fruit that it bears is so wondrously sweet
(As those who have tasted it say)
That the good little children have only to eat
Of that fruit to be happy next day.

– From 'The Sugar-Plum Tree'
by Eugene Field

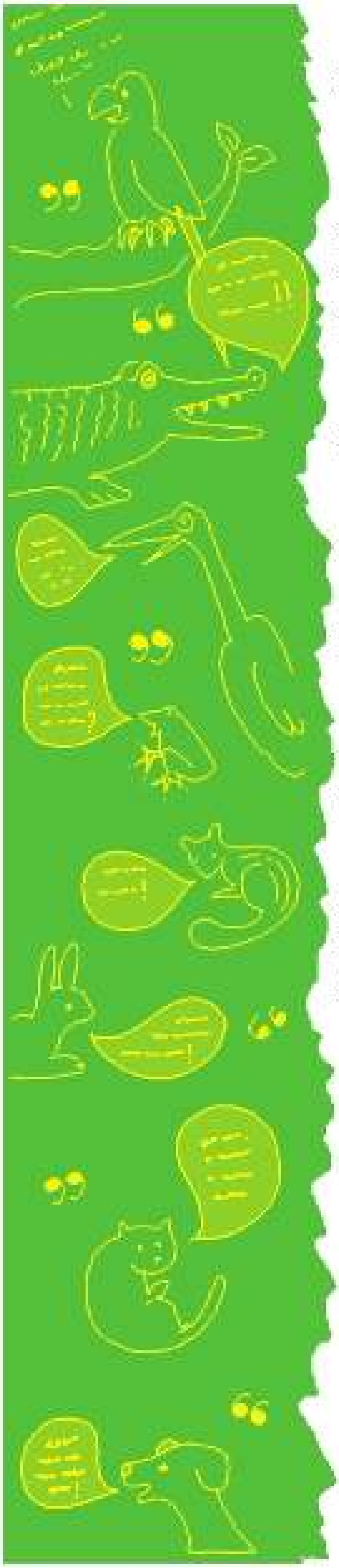


• **'Tis :** It is. • **marvel :** a wonderful or amazing thing or person. • **renown :** if something is 'of great renown', it is famous. It is known to many people as a good thing. • **wondrously :** wonderfully, amazingly.

Things to do :

1. Write the names of the following from the poem.
   (a) .... Tree (b) .... Sea (c) .... Town
2. Answer the following questions :
   (a) Where does the Sugar-Plum Tree bloom ?
   (b) Why is the town called Shut-Eye Town ?
   (c) What happens if you eat the fruit of the Sugar-Plum Tree ?
3. Using your imagination, write about other wonderful things that you may find in –
   (a) Shut-Eye Town (b) Lollipop Sea.
4. Write 3-4 lines about a real fruit tree that you like.

12. Doctor Dolittle Learns Animal Language



"Now listen, Doctor," said Polynesia, "and I'll tell you something. Did you know that animals can talk ?"

"I knew that parrots can talk," said the Doctor.

"Oh, we parrots can talk in two languages – people's language and bird-language," said Polynesia proudly. "If I say, 'Polly wants a biscuit', you understand me. But hear this : 'Ka-Ka oi-ee, fee-fee.' "

"Good gracious !" cried the Doctor. "What does that mean ?"

"That means, 'Is the porridge hot yet ?' – in bird language."

"My ! You don't say so !" said the Doctor. "You never talked that way to me before."

"What would have been the good ?" said Polynesia, dusting some biscuit-crumbs off her left wing. "You wouldn't have understood me if I had."

"Tell me some more," said the Doctor, all excited; and he rushed over to the dresser-drawer and came back with a notebook and a pencil. "Now don't go too fast – and I'll write it down. This is interesting – very



interesting – something quite new. Give me the Birds' ABC first – slowly now."



So, that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon, while it was raining, Polynesia sat on the kitchen table giving him bird words to put down in the notebook.

At tea-time, when the dog, Jip, came in, the parrot said to the Doctor, "See, *he's* talking to you."

"Looks to me as though he were scratching his ear," said the Doctor.

"But animals don't always speak with their mouths," said the parrot in a high voice, raising her eyebrows. "They talk with their ears, with their feet, with their tails – with everything. Sometimes they don't **want** to make a noise. Do you see now the way he's twitching up one side of his nose?"

"What does that mean?" asked the Doctor.



"That means, 'Can't you see that it has stopped raining?' " Polynesia answered. "He is asking you a question. Dogs nearly always use their noses for asking questions."

After a while, with the parrot's help, the Doctor got to learn the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether.



– From 'The Story of Doctor Dolittle'
by Hugh Lofting

• **dusting off :** removing dirt or dust from something. • **dresser :** a cupboard with shelves, drawers, etc. • **Birds' ABC :** the alphabet of birds' language, simple, basic information about birds' language.

Things to do :

1. Answer the following questions :
   (a) Who was Polynesia ?
   (b) Why was the doctor excited ?
   (c) What did Polynesia and the Doctor do all that afternoon ?
   (d) What did Polynesia tell the doctor about animals talking without making a noise ?
   (e) When did the doctor give up being a people's doctor altogether ?

2. Find out and write the following from the lesson :
   (a) The words that mean 'Is the porridge hot yet ?'
   (b) Something that means 'Can't you see that it has stopped raining?' in dog language.

   Do you think the two things above, as described in this passage, could be true?

3. Gather information about how animals communicate. Read the examples given below.

Honey bees dance to tell other bees that they have found nectar.	Dogs wag their tail to show pleasure.
Cats move their tail when they are angry or irritated.	Elephants link their trunks to show affection.

4. If you could learn the language of one animal, what animal would you choose ? Why would you choose that animal ? What would you talk about ? Write it in short.

5. Learn and write ten letters of any language other than English.

13. Let's wait....!

A Monologue

(When things go against their wishes, little children sometimes feel very sad and lonely. They don't realize how much the people around them love them. It's only when they wait and think properly that they understand it. Let's hear what this girl has to say.)

This is the worst day of my life. I am feeling very sad. You may not believe it, but I am the saddest person on this earth.

The reason is that nobody loves me. I have a family - Mummy, Daddy, Granny and a younger sister. I have been sitting here behind this sofa for the whole day - OK - for the last eight hours - alright, alright - at least an hour, at least TEN whole minutes and no one has noticed !



They are all interested only in my sister. Even when she cries for no reason, they all rush to her, pick her up and give her whatever she wants.

I should really go away and live in some interesting places. I think I'll become a hermit and wander in the mountains and forests. I'll eat the fruit on trees and make friends with birds and animals.

Or, I could ride away on a camel and live in a desert. At night, I will sleep in a tent. Or better still, I'll travel to the north pole and live in an igloo made of ice. I'll make friends with the polar bear.

What's that ? Something soft against my back ! Oh, it's .... baby ! What are you doing here, you silly ! Go away, don't smile at me. Why do you follow me ? Tch ! Tch ! Is there nobody else in the house to look after you ?

Don't come here. You may bump into something and I'll get all the scolding. Why do you have to do everything that I do ? Copycat !

Oh, never mind. Really ! The people in this house ! They should look after her better. I'm a grown up girl now. I can manage on my own. But what about this little baby ? Come, baby, let's crawl out from here.

When I go away, I'll take you with me. Or you'll keep crying for me all the time and they won't even guess what the matter is with you. I really can't go away when you are so small. Let's wait till you are a little older !



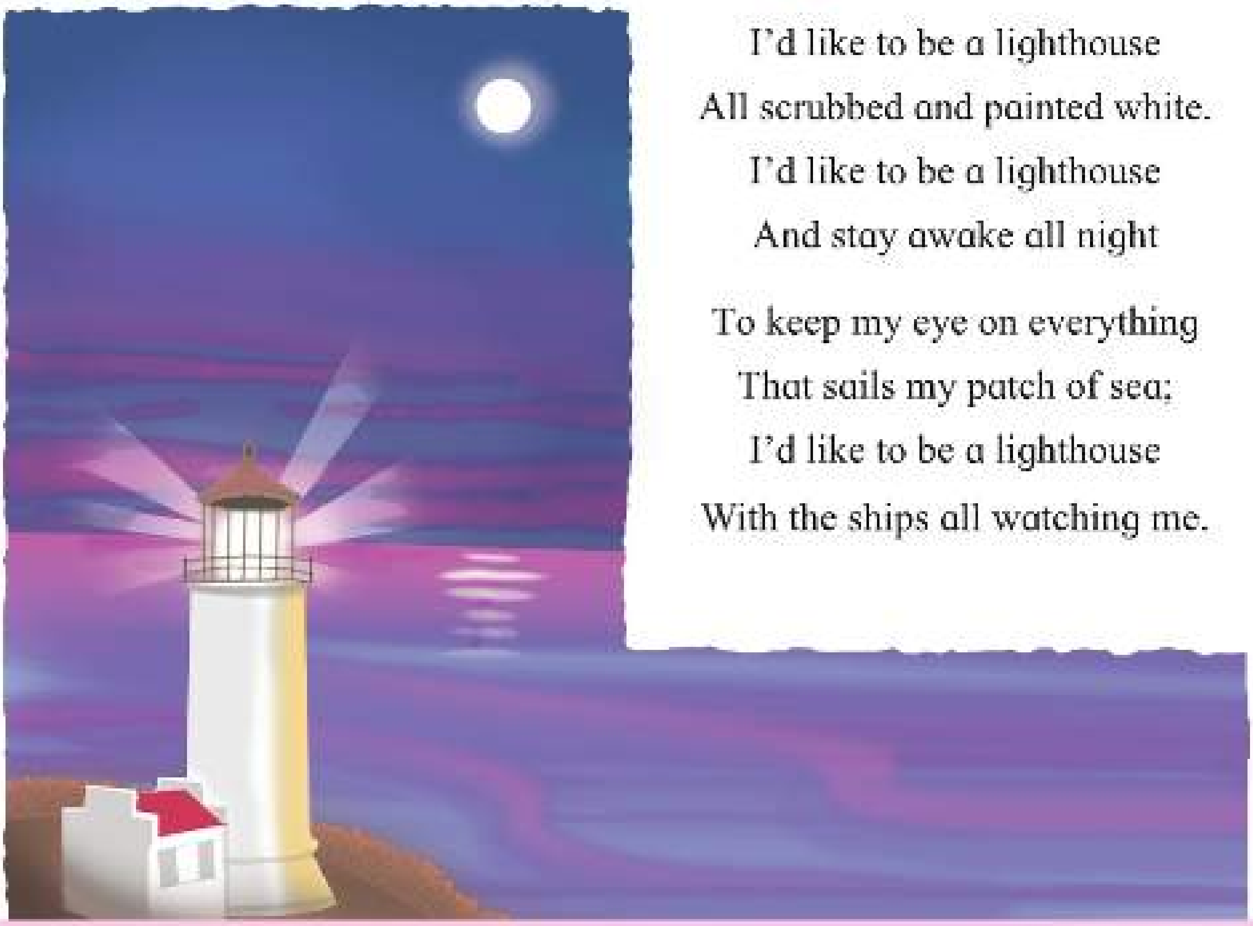
Things to do :

1. Read the monologue aloud with proper intonation.
2. Present the monologue / a part of it in the classroom.
3. Answer the following questions :
   (a) Where does the girl plan to go ?
   (b) Can a little girl go to such faraway places on her own ?
   (c) Is the girl still sad at the end ?
   (d) Does the girl love her little sister ?
4. Write the things (any three) that make you –
   (a) sad (b) angry (c) happy.



5. What do you feel when you are angry or sad ? Write down your thoughts.
6. What do you feel when you are happy ? Write down your thoughts.

14. I'd Like to Be a Lighthouse



I'd like to be a lighthouse
All scrubbed and painted white.
I'd like to be a lighthouse
And stay awake all night

To keep my eye on everything
That sails my patch of sea;
I'd like to be a lighthouse
With the ships all watching me.

A lighthouse is a tower, building or tall structure on the seashore. From the lighthouse, big beams or flashes of light are thrown out. These beams help ships at sea to navigate – to find their way across the sea. They can tell the ships that there is a port nearby, it is safe to go near the port or that there are dangerous rocks under the sea, etc. In days of old, modern means of communication like radio, mobile phones, internet were not available to people. Therefore, the warning signals of the lighthouse were very useful to ships.

In today's age of radio, TV, the internet, satellite services, many other facilities are available to ships (and aeroplanes) when they travel across the sea (or sky).

Things to do :

1. Answer the following questions with the help of the poem.
   (a) What does a lighthouse look like ? (b) What does a lighthouse do ?
   (c) What does a lighthouse watch ?
2. If you were to be an object, what would you like to be ? What would you like to do then ? Write about it in short.

15. Young Bravehearts

The Prime Minister presented the 2013 National Bravery Awards to 25 children on Friday, 24 January 2014, two days before Republic Day. Among these 25 children, 9 are girls and The Bharat Award was conferred upon eight-and-a-half year old Mahika Gupta from Delhi.



On June 16, 2013, Mahika Gupta was in Kedarnath with her family. Suddenly, flash floods struck. The area was filled with muddy flood-water. Mahika could not see her parents or relatives but heard her four-year old brother crying. Mahika did not know how to swim. She was hit with stones carried by water. But bravely, she waded out till she found her brother and dragged him to safety. There, she held on tightly to her brother for hours. When she saw a light, she waved for help. After that they were both rescued. With her determination and presence of mind, she saved her own life and that of her brother.

Bravery is in doing the right thing – even when one is afraid.

We become just by performing just actions.
We become brave by performing brave actions.

Shubham Santosh Chaudhari from Maharashtra has been given Sanjay Chopra Award for his exemplary courage. He was on his way back from school on 11 August 2012. He saw that a van had burst into flames on the national highway. A crowd had gathered but they were watching helplessly. Shubham rushed to the vehicle and tried to open the door but the handle was too hot to hold. Shubham quickly broke the van's window and unlocked the door from inside. There were two girls in the van. He pulled them out of the burning van and saved their lives.

Every year, National Bravery Awards are given to young children for their outstanding deeds of bravery. These children present inspiring examples for other children. You can read about their acts of courage in the newspapers or on the internet.

> The brave man is not he who does not feel afraid, but he who conquers that fear.
>
> – Nelson Mandela

Things to do :

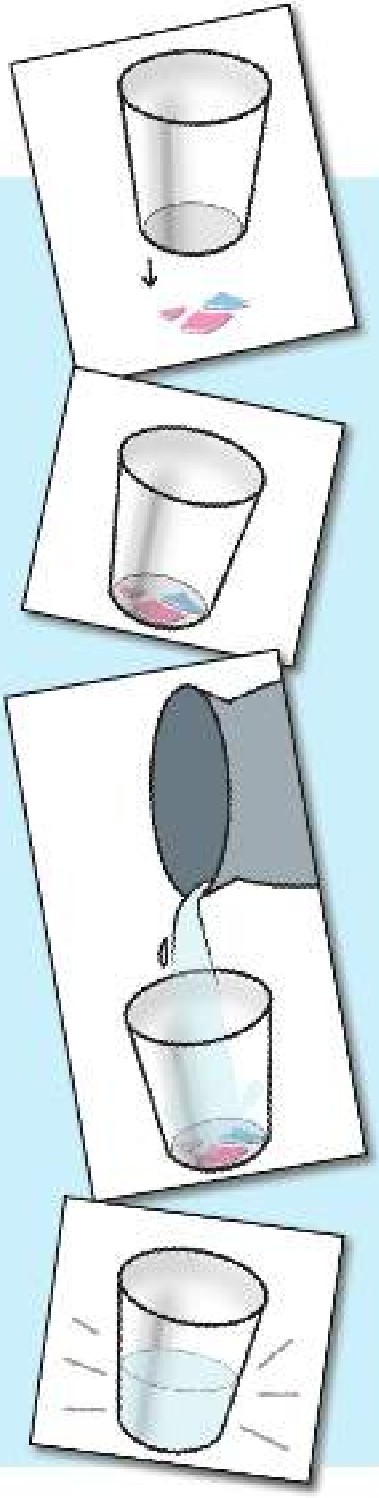
1. What brave thing did Mahika do ? Write about it in one or two lines.
2. What brave thing did Shubham do ? Write about it in one or two lines.
3. Copy, in good handwriting, the quotes given above in coloured boxes.
4. You also do some nice things, however small they may be. For example, helping a younger child, telling the truth even when you have made a mistake.

   Write about any two such things that you have done.

16. Young Scientist – 1

If we observe the things around us carefully, sometimes we get to see some very interesting things. They seem like magic tricks when people do not understand the reasons behind them. Here are two interesting experiments for you that appear to be magic. When you study Science, you will find the explanations of these tricks.

A. A Vanishing Trick



What you need :

Water, a few pieces of coloured paper and a glass. (The glass should have smooth sides.)

What you do :

- Place a few pieces of coloured paper on a table.
- Put the empty glass on top of the pieces.
- You can see the pieces clearly through the glass.
- Slowly and carefully, pour water into the glass till it is full. Can you see the pieces now ? They have vanished !
- Lift the glass carefully. You will see that the pieces of paper are still there.
- Pour out the water and place the glass on top of the pieces. They are visible !
- Fill the glass with water again to make the pieces of paper vanish !
- Note that if you put the pieces of paper in the water in the glass they do not vanish !

B. Make the Pepper Run

What you need :

A clean saucer, water, powdered pepper, a drop of liquid soap.

What you do :

- Pour water into the saucer.
- Sprinkle pepper evenly all over the water.
- Put your finger in the water.
  What happens ? Nothing.
- Now, put a drop of liquid soap on your finger.
- Dip the same finger in the water.

What happens ? Watch as all the pepper rushes to the edge of the saucer.



Things to do :

1. Read 'What you need' and 'What you do' and try both the activities yourself.
2. After you have tried an activity, tell what you did and what happened.
3. Find other interesting 'tricks' with the help of your teacher, friends or parents and write them down with pictures / drawings.

For the Teacher : Arrange a demonstration of these and other simple science experiments in the class, from time to time. Let the children try out these experiments themselves. After that, encourage them to talk about what they did and what they observed.

17. Curiosity



Tell me, tell me everything !
What makes it Winter
And then Spring ?
Which are the children
Butterflies ?
Why do people keep
Winking their eyes ?
Where do birds sleep ?
Do bees like to sting ?
Tell me, tell me please, everything !

Tell me, tell me, I want to know !
What makes leaves grow
In the shapes they grow ?
Why do goldfish
Keep chewing ? and rabbits
Warble their noses ?
Just from habits ?
Where does the wind,
When it goes away, go ?
Tell me ! Or don't even grown-ups know ?



- **children butterflies :** young ones of butterflies.
- **warble :** twitch or wiggle very fast.

Things to do :

1. List any five questions that the child in the poem has.
2. List any three other questions about birds, animals or natural things that you have.
3. Where can you find the answers to your questions ? Write any 2 sources.

18. Look Before you Leap !



Long long ago, there lived two little frogs in a pretty little pond. Colourful water lilies grew in the pond. Fishes darted about and tiny insects buzzed around. The pond was full of life. The two frogs were very close friends. They had plenty to eat in the pond. All the day long, they played about jumping from lily pad to lily pad and diving headlong in the pond. They were the happiest little frogs in the world.

The frogs loved the rainy season. But the rainy season does not last forever. The rains stopped and the weather became hot. Still, there was a lot of water and life in the pond. There was nothing to worry about. In winter, the frog friends found cozy little places at the edge of the pond. They spent most of their time sleeping and resting.

Soon it was summer. Now the days became very very hot. With the hot sun blazing in the sky, the pond began to dry. Without water, the lilies dried up. There were very few insects to be found. The frog friends were worried.

"Do you think the whole pond will dry up ?"

"Looks like it," said the other.



"What shall we do then ? How shall we live ?"

"We must search a place where there is plenty of water and food for us."

"You are right. It is hard work, travelling in this hot sun. But there is no other way. Come, let us start. The sooner, the better."

"If we travel together, the search will be easier."

So the frogs left the drying pond and began to look for a watery place. They hopped and hopped and became very tired. Just then, one of them saw a well in the distance. They rushed to the well. The well was built in stone and had a high circular wall. The frogs hopped onto the wall and peeped inside. The well was quite deep, but there was a lot of water still left at the bottom of the well. The friends began to jump for joy.

"We are so fortunate ! Thank God that we found this well !"



"Our problem is solved ! Our search has ended ! We have found a new home ! Let's jump in together - one, two, ..."

"Wait ! Friend, this well is so deep. And there's water left only at the bottom."

"But we can surely dive in ! However deep the well may be, diving is our speciality ! Why do you hesitate ?"

"It has occurred to me that this well is also drying up. If it dries up completely, we will have to leave this well, too."

"I agree. But why do you hesitate now ?"

"It's because I see a problem. We can easily dive into the well. But what if the well dries up ? Can we jump so high that we reach the top of this wall ? Shall we be able to leave the well like we left the pond ?"

"You are right, friend !" said the other frog. "I had not thought of this. It's good that you could foresee this problem. Let's not leap inside. Let's continue with our search."

And so, the two little frogs hopped on to look for a safe shelter.

How well it is said, "Look before you leap !"

* * *

• **darted :** moved quickly and suddenly. • **lily pad :** one of the floating leaves of a waterlily. • **headlong :** head first. 'Diving headlong' means diving into water with the head going into water first and then the rest of the body.

Things to do :

1. Answer the following questions :

   (a) What was the pond like in summer ?

   (b) Why were the frogs worried ?

   (c) Why did the frogs begin to jump for joy ?

   (d) What was the well like ? Describe it in two or three lines.

   (e) What problem did the frog see ?

2. Guess the meaning of the following phrases. Then use them in your own sentences –

   * long, long ago
   * all day long
   * last forever
   * jump for joy
   * The sooner, the better.

3. Describe the following in your own words, using your own ideas and experiences –

   (a) The rainy season (b) The cold season (c) The hot season.

4. What precautions will you take on the following occasions ?

   * Crossing the road
   * On a picnic in a new place
   * Boarding a bus or getting down from it
   * Going somewhere on your own
   * Jumping down
   * Climbing a tree



5. This is a story that explains the saying 'Look before you leap'.

   Can you think of stories that explain other proverbs ?

   Tell the story about any one of the following proverbs :

   * Self-help is the best help.
   * Slow but steady wins the race.
   * A friend in need is a friend indeed.
   * Union is strength.
   * Better late than never.

6. Make a collection of proverbs.

19. A Skit



Student 1 : Hello. Who are you ?
Student 2 : I am a deer and I leap,
jump and run.
See - (*Leaps about.*)
Who are you ?
Student 1 : Ha, ha! I am a hunter
and I hunt deer.
Student 2 : Aaaa.....(*Runs away.*)



Student 1 : Hello, who are you ?
Student 3 : I am a lion and I roar
to make your heart tremble. (*Roars.*)
Who are you ?
Student 1 : I am a hunter and I hunt lions.
Student 3 : Aaaa..... (*Runs away.*)





Student 1 : Hello. Who are you ?
Student 4 : I am a tiger and I prowl about
in this jungle. (*Prowls about.*)
Who are you ?
Student 1 : I am a hunter and I hunt tigers.
Student 4 : Aaaa .... (*Runs away.*)

Last Student	:	Hello. Who are you ?
Student 1	:	Hello. I am hunter and I hunt animals. Who are you ?
Last Student	:	I am a forest guard and I catch hunters and put them in jail.
Student 1	:	Aaaa.....(*Tries to run away.*)
Last Student	:	Caught you!



* * *

- **prowl :** to move or roam about quietly in search of prey.

Things to do :

1. Read aloud the skit and enact it.

2. Read what the animals in the skit tell about themselves. Then write similar one or two line speeches about the following birds or animals.

   * a bear * a rhinoceros * a peacock * a wolf
   * a fox * a monkey * an eagle

3. Make a collection of words that describe the movements of birds or animals. Then write sentences using suitable combinations.
   For example, 'Monkeys swing.'
   Some movement words – swing, flit, flutter, trot, waddle, prowl, leap, dart, slide, glide, wiggle.

4. Make a collection of words that describe sounds made by birds or animals. Then write sentences using suitable combinations.
   For example, 'Owls screech.'
   Some sound words – screech, bark, mew, purr, moo, low, caw, croak, gobble, honk, bleat, neigh, hum, howl, hiss, growl, roar.

For the Teacher : Get the students to make additions to this skit using their own ideas. They may form groups to discuss their ideas and then present the additions (dialogues) in the classroom.

20. Festival Album

Make a 'Festival Album' with the help of your family and friends.

- Select any ten festivals for your album.
- Collect information about each of the festivals using these points :
  * Name of the festival. Why the festival is known by that name. If there is a story about the festival, you may write it in short.
  * When does the festival occur –
    (a) The date according to the Jan. - Dec. calendar this year.
    (b) The date according to any other calendar every year.
  * What do people do on that occasion ?
  * What special dishes are prepared at home ?
  * Do you invite other people to celebrate it with you ?
  * Is it a holiday in school ?
  * Do you send 'Greeting Cards' and messages on this occasion ? What do you write in them ? Prepare a sample card.
- Try to get pictures or photographs suitable for the festival. You may also draw pictures related to the festival.
- Arrange your information and pictures/photographs in an artistic way on a big sheet of paper. Paste the photographs/pictures. Use colour pencils/pens to write the information. See that your handwriting is neat and tidy.
  (See the 'Makar Sankrant' page given here. You may use other ideas for your album.)
- When all ten sheets are ready, pin or stitch them together. Use a blank sheet at the front and back, to make a 'cover' for your album.
- Write the name 'Festival Album' on the front cover.
  Show your album to family and friends.

For the Teacher : Allow children to select for their album, the festivals they like. Encourage them to select different festivals. Give them enough time to prepare the album. Arrange a display or exhibition of the albums.

Makar Sankrant

Makar Sankrant usually occurs on 14 January every year.

This is the day when the sun starts Uttarayana - its six months long northward journey in the sky. On this day, the sun is supposed to move to the Makar or Capricorn sun-sign.

On this day, people in Maharashtra visit one another, give sesame sweets to younger people and say, 'Til-gul ghyaa, goda bolaa - eat sweet, speak sweet.' It's a **sweet festival**.





People make 'gulachi poli' and khichadi on this day.

On this day, women distribute fresh ears of grain, bits of sugarcane, vegetables, etc. in beautiful clay pots - It's a **harvest festival**.



Women give one another gifts - it's **a festival of gifts**.

People in Gujarat fly beautiful kites on this day - it's **Kite Festival**.





In Tamil Nadu, this is the time of Pongal – the **Sun Festival**.

Unit Three

21. There Is the Key of the Kingdom

There is the key of the Kingdom.
In that Kingdom there is a city;
In that city there is a town;
In that town there is a street;
In that street there is a lane;
In that lane there is a yard;
In that yard there is a house;
In that house there is a room;
In that room there is a bed;
On that bed there is a basket;
In that basket there are some flowers.



Flowers in the basket,
Basket on the bed,
Bed in the room,
Room in the house,
House in the yard,
Yard in the lane,
Lane in the street,
Street in the town,
Town in the city,
City in the Kingdom,
And this is the key of the Kingdom.



Things to do :



1. List all the things mentioned in the poem in two ways :

   (a) From the smallest to the biggest.

   (b) From the biggest to the smallest.

2. Put the following chains in the proper order. You may start from the smallest or the biggest.

   * shirt - car - man - pocket - highway - pen
   * seeds - container - house - kitchen - dried chilli
   * letter - word - book shop - story - story-book - paragraph - sentence
   * tail - hair - mountain - cave - bear
   * grain of corn - field - plant - stalk - ear of corn

3. Read the instructions and write other words related to the given word.

   * kingdom – Write other words that begin with 'k'.
   * city – List the occupations of people in a city (at least 10).
   * town – List the different kinds of buildings that we see in a town. Examples – library, hospital.
   * street – Write other words with a similar meaning.
   * lane – Write a few real or imaginary names of lanes. For example, Park Lane.
   * yard – Mention different locations for the yard of a house. For example : on all sides, to the left, etc.
   * house – List some of the things you find in every house.
   * room – Write names of different types of rooms.
   * bed – Make meaningful words by joining this word to the words given here : bug, room, cover, sheet, river, time, flower.
   * basket – List the things you can put in a basket.
   * flowers – Write the names of different kinds of flowers.

4. Using your imagination, make similar chains of 3 to 5 related things and list them according to their size. Write where each of the things can be found.

22. A Team of Workers

All body parts stand together holding hands.

All : Work, work, work!
In the morning,
In the evening,
We are always at work.

During the day,
And even at night,
We are always at work.



Mouth : Hands, come forward
and tell us what you do.



Hands : We lift, we hold, we carry.
We give and we take.
We pull, we push, we put,
A hundred things we make.

We two are a clever pair.
There's nothing that we can't do.

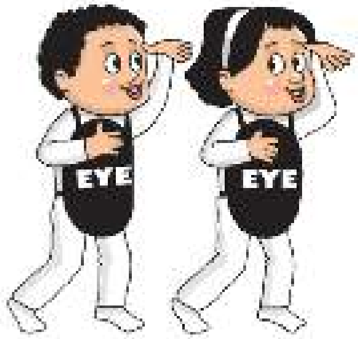
Mouth : Feet, come forward
and tell us what you do.

Feet : We walk, we run, we tap, we dance,
We skip and jump and hop.
We step forward, we turn about,
And just in time, we stop.



Mouth : Eyes, Ears, Nose,
what about you?

Eyes : We open, we close, we read, we blink,
We see things far and near.



Ears : And be it loud, be it soft
Every sound we hear.

Nose : I breathe day and night.
I can never rest.
I have to smell every smell
Good or bad or best.

And what about you, Mouth?



Mouth : Oh, you know, I open and shut
and smile.
I speak. I eat. I drink.
I sip. I slurp. I chew and bite.
But do I get any of the food?
No! It all goes to this lazy belly.
Is it right?
The belly doesn't do any work.

All : That's right.
The belly doesn't do any work.



Belly : That's not right. That's wrong.
I do a lot of work.
But it goes on inside me.
You can't see it. But I *do* work.



Eyes : Why can't we see it?
It's because you don't do any work.

Hands : The only work you do is to grab
all good food.

Feet : You don't move a step.
Why should we work to give you food?

All : We won't work for you.
You won't get any food now.

Belly : Don't do that.
I work for all of us.
We will all suffer
If you don't give me food.

All : Don't try to deceive.
Nothing you will receive.





Three hours later -

Belly : Please get some food.
I'm all ready to start my work.

Others : No means no!
We are all going to relax – just like you!

Belly : Please listen to me.
You must give me food.
I digest it for all of us.

Others : Sorry ! Don't try to deceive.
Nothing you will receive.

Two days later -



Belly : How are you, my friends?

Mouth : Oh, I feel so dry.

Hands and Feet : We feel so weak.

Eyes : We can't see properly.



Ears and Nose : We feel so tired.

All : What's the matter?
What's wrong with all of us?

Enter Brain.

Brain : You silly fellows!
Now you have no energy.
What gives you energy?
Food.
Who works on food to give you energy?
Think!

All : Could it be ..... ? Is it ..... the Belly?

Brain : Yes, of course!
Belly digests food and sends energy
to all of you.
Do you understand it now?

All : Yes, yes! Now we know.
This Belly does a lot of work.
Though he does not show it off.
He does important work.



All hold hands and sing together.

Work, work, work!
In the morning,
In the evening,
We are always at work!

Things to do :

1. Enact the play.

2. Read the following words. From the lesson, find rhyming words for each.

   * take : ....
   * hop : ....
   * you : ....
   * near : ....
   * rest : ....
   * bite : ....
   * deceive : ....

3. Now think of rhyming words for the following on your own.

   * mouth * feet * wrong * dry * weak * tired

4. With the help of this play, write what the following body parts do :

* Hands
* Feet
* Eyes
* Ears
* Nose
* Mouth
* Belly

Put the names of the body parts in alphabetical order.

5. Name the body parts that work together when we do the following –

* Ride a bicycle
* Swim
* Write the answer to a question
* Eat our favourite dish
* Go home when someone at home calls
* Climb a ladder
* Choose and pick up a ripe mango from a box of mangoes
* Make a phone call
* Take a bath
* Switch off lights and fans in another room if there's no one there.

6. Complete the following sentences using your own ideas.
For example, Lift : 'Lift a heavy bag.'

* Lift ....
* Put ....
* Make ....
* Hold ....
* Pull ....
* Read ....
* Carry ....
* Push ....
* Eat ....

7. If one body part is ill or injured or unable to work, how will the other body parts help ? Write about one such occasion with the help of your experience or imagination.



23. The Two Merchants of Seri

Once upon a time, in a place called Seri, there lived a merchant. He went from town to town selling pots and pans and other things made of brass and tin. He travelled every day with another merchant who also sold brass and tinware. But this other man was greedy. When he sold something, he sold it at a very high price. But when he bought something, he tried to give as little as possible.

When the two merchants went into a town, they divided the streets between them. Each one went up and down the streets he had chosen, calling, 'Tinware for sale. Brass for sale.' People came out to their doorsteps, and bought, or traded, with them. Only after one merchant had finished his business on that street did the other one made his rounds there.

In those days, people did not always use money to buy things. Sometimes, they exchanged things of the same value.

In one house, there lived a poor old woman and her granddaughter. The family had once been rich, but now the only thing they had left of all their riches was a dish made of gold. However, the grandmother did not know it was a golden dish. The dish stood on a shelf among the other pots and pans, and was not often used.



Now, the greedy merchant passed this house, calling, "Buy my water-jars! Buy my pans! Buy my tinware!" The granddaughter said, "Oh, Grandmother, do buy something for me!"

"My dear," said the old woman, "we are too poor to buy anything. I have not anything to trade, even."

"Grandmother, see I have found this old dish among other pots and pans on the shelf. We don't ever use it. Can we trade this? Perhaps the merchant will take it and give us something nice for it."

The old woman called the merchant and showed him the dish, saying, "Will you take this, Sir, and give the little girl here something for it?"



The greedy man took the dish and scratched its side with a needle. He came to know immediately that it was a golden dish. But he wanted to get it for nothing from the old woman. So he said, "What is this worth? Not even a copper coin." He threw the dish on the ground, and went away. The crafty merchant was planning to come back after some time and buy the dish for a few copper coins as if doing a great favour to the old lady.

After a while, the honest merchant finished the rounds of his streets and entered the street where the old lady lived. He passed her house, calling, "Buy my water-jars! Buy my tinware! Buy my brass!"

The little girl heard him, and begged her grandmother to see what this merchant would give for the dish.

"My child," said the grandmother, "the merchant who was just here threw the dish on the ground and went away. I have nothing else to offer in trade."

"But, Grandmother," said the girl, "This one looks pleasant. Ask him. Perhaps he'll give us something for it."

"Call him, then, and show it to him," said the old woman.

As soon as the merchant took the dish in his hands, he knew it was of gold. Immediately, he said, "This is a golden dish. It is

worth more than all my money and all my wares. I'll bring enough money tomorrow and then buy it from you."



The old woman was greatly surprised. She was impressed by the honesty and goodness of the merchant. "Take this dish, and give me the money tomorrow," she said.

The honest merchant kept all his wares and money with the old woman and took the dish. He left himself only enough money for the boat-ride that he had to take on his way back.

After some time, the greedy merchant went back to the house where he had seen the golden dish and said, "Bring that dish to me, and I will give you something for it."

"No," said the grandmother. "You said the dish was worthless, but another honest merchant has paid a great price for it, so I gave it to him. You should not try to take advantage of the poor and needy people." What could the greedy merchant say! He paid the price for his dishonesty and greed.

- **brass :** bright yellow metal made by combining copper and zinc.
- **tinware :** things of tin, a metal. • **riches :** wealth, valuable things.
- **crafty :** cunning, clever but dishonest. • **begged :** requested.
- **wares :** articles or things for sale.

Things to do :

1. Copy the following words carefully :

   * exchanged * granddaughter * immediately * enough * dishonesty

2. Write the opposites of the following words.

   * honest * high * buy * poor
   * everything * ever * pleasant * worthless

3. Find the names of the following metals from the lesson.

   * b................ * t................ * g................ * c................

   Now, write the names of three more metals.

4. Read aloud the conversations in the story. Enact the story.

5. What do we learn from this story ?

24. At the Market

Look at the following pictures. Read the conversations given on the opposite page. Then match the conversations and the pictures by giving them appropriate numbers.

















A : Good morning, Aaji.
How can I help you ?

B : I want to buy rice for the whole year. Show me the varieties you have and tell me the prices.

A : Aaji, this variety is good. Don't worry about the price. It is not very costly.

A : Here are your potatoes. Would you like to buy tomatoes?
These are nice and fresh.

B : Sure. Wait. I'll give you another bag for the tomatoes.

A : Grandpa, the bubbles look so lovely! Can we buy the bubble-maker?

B : Why not? Let's buy three. Two for you children and one for me!

A : Hello, Uncle. Mother has sent this list of grocery items for the month. Can you deliver them today?

B : Sure. We'll deliver them today.

A : Do you like roasted corn-cobs?

B : Oh, I love them with salt and lemon-juice.

A : Let's see at what price he is selling them.

A : Have you tried these cakes? They're so delicious.

B : This is a new cake shop, is it?
But I'm not very fond of cakes.

A : Give me some tomatoes.

B : Where's your bag?

A : I don't have one.
Give me a plastic carry bag.

B : Sorry. I don't keep plastic carry bags.

A : Please give us two full glasses. And don't put ice in the juice.

B : But, Mamma, I want some ice in my juice.

A : Ok, put only a little ice in each glass.

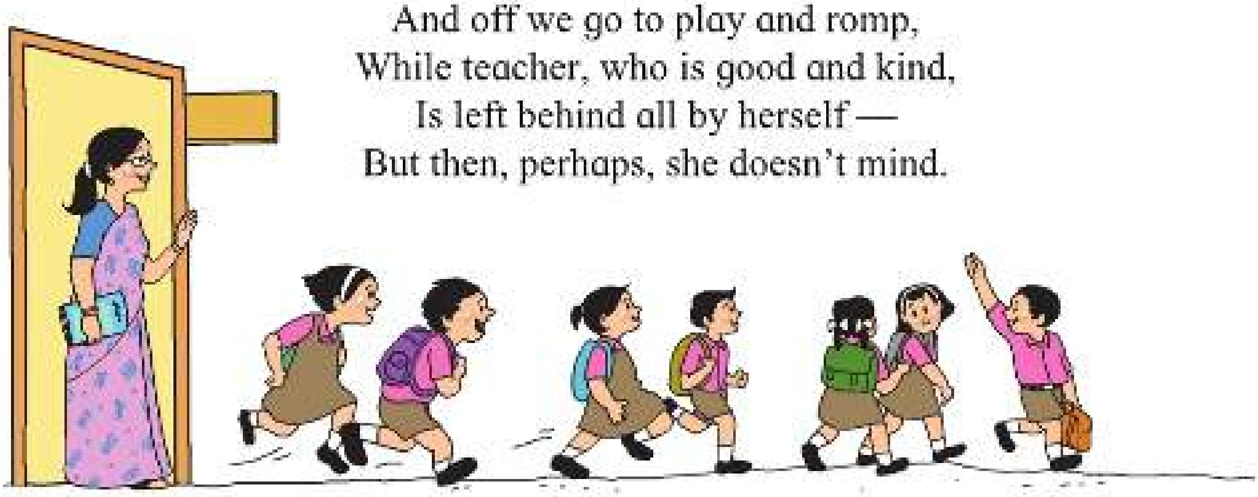
Things to do :

- Enact these conversations. You may make your own additions or suitable changes in the conversations given here, when you enact them.

25. After School

Although we like to go to school,
We're rather glad to put away
Our books and slates and other things,
When it is over for the day.

And off we go to play and romp,
While teacher, who is good and kind,
Is left behind all by herself —
But then, perhaps, she doesn't mind.



Things to do :

1. Answer the following questions :
   (a) What do the children do when school is over for the day ?
   (b) Who is left behind in school ?
   (c) What is the teacher like ?

2. What do you feel when you leave home to go on a visit to another town? Write about it in 2-3 lines.

3. Interview your teacher with the help of the following questions :
   (a) What work does the teacher do :
      – at the beginning of the school year?
      – when she arranges the picnic?
      – when she conducts examinations?
   (b) What does she like best about your class?
   (c) What improvements would she like to see in your class?

26. A School Teacher's Thoughts

A Monologue



Oh dear, a traffic jam ! Will I reach late ? Children will wonder why I haven't turned up. I wish I could have started a little earlier today. But how? It's difficult with all the house work, cleaning, cooking, getting my children and their tiffins ready for school. But still, I see to it that I'm never late to school.

I wonder if students know that teachers have 'homework' too. Correcting their notebooks, test papers, planning how to make their lessons interesting and happy. It's not easy to keep so many children busy in their work. They seem so restless.

In class, half my time is spent in solving their little problems, quarrels. And complaints ! They're endless.



Now, don't think I'm complaining. Not at all. I love all the children in my class. I think of them all the time. How eager they are to show me what they do. How happy they look when I praise their work. They depend on me so much ! That is why, even when I'm not well, I don't feel like missing school.

I love being a school teacher. Where else could I be like a 'Mom' to so many loving kids for a few hours every day ?

Things to do :

1. Say where the teacher is when she has these thoughts :
   (a) at home (b) on her way to school (c) in school.
2. Answer the following questions :
   (a) What work does the teacher do at home ?
   (b) What is the teacher's homework ?
   (c) What does this teacher think about her students ?
   (d) Why does she not feel like missing school ?



3. What thoughts do you have on your way to school ? Write them down in short.
4. Write a few lines about your teacher.
5. Guess the meaning of 'traffic jam'.

27. The Bremen Town Musicians

Once there was a donkey who had worked long and hard for his master. Now he had grown weak and could not do much work. So, his master began to treat him unkindly. He even began to starve the donkey. He wanted to save the money he spent on the donkey's food. In the end, the poor donkey left the house. He believed he still had a good strong singing voice. So he decided to go to Bremen town and earn his living as a town musician.

On the way, he met an old dog. He, too, had been kicked out of the house by a cruel master. The dog was afraid. "How will I earn my bread ?" he said.

"Why, you have a voice as good as mine," said the donkey. "Let us both go to Bremen and sing for the townspeople. We shall be well paid there." So the two companions went on together.



Suddenly, they heard a cat mewing sadly with tears in his voice. "Why are you crying ?" they asked.



"How can I be happy knowing that my mistress is going to drown me ? I am old and would only like to sit by the fire and sleep. I cannot catch mice as I did before. So my mistress does not need me anymore. Where am I to go ?"

"Come with us to Bremen. You have a sweet voice and you know night music. You too can be a town musician," said the donkey.

Now the three travelled together for some time till they came upon a farmyard. There they heard a cock's loud wailing. When they made enquiries, the cock told them, "My mistress is preparing

a feast for her guests. She has told the cook to kill me for the feast. I am so frightened !" So the donkey invited the cock, too, to join the band of musicians.

Bremen was still a long way away. On the way, they had to cross a forest. As it began to get dark, the cock flew to the top of a tree to look around for shelter. He saw an old house among the trees. The four friends decided to rest there for the night.

It was quite dark by the time they reached the house. Through the window, they saw some robbers feasting at a large table inside. The animals had a clever idea. Why not give their first performance here? The robbers would be so pleased that they would happily share their food with the four musicians. They might even pay them for their performance !

So the donkey placed his forelegs on the window ledge. The dog jumped on the donkey's back and the cat on the dog's. The cock perched on the cat's head. Then all at once and all together they began to sing their wonderful song.

Strangely, the music only frightened the robbers. They only heard a terrible noise and saw the huge shadow cast by the animals together. They sprang from the table and taking to their heels, disappeared into the forest. The four friends were puzzled. But they gladly sat down at the table and had a hearty dinner. Then they put out the light and went to sleep – the donkey on the straw in the





yard, the cat near the stove, the dog on the doormat and the cock on the beam of the roof.

Now, the robbers had not gone very far. Their leader saw the house become dark and quiet. So he sent a man to see if it was safe to go back to the house. The robbers had kept all their stolen riches in that house and wanted them back.

The man went into the house on tiptoe. He saw the cat's eyes and thought they were burning coals. He tried to pick up one to light his candle. But it frightened the cat. The angry cat flew at him and scratched his face. This frightened the robber. He turned to run out of the house.

As he ran, the dog on the doormat bit his leg hard. He stumbled and fell on the donkey. The donkey, woken up suddenly, gave the robber a smart kick with his hind legs. And all this while the cock had been screaming, 'Cock-a-doodle-dooo.....' in his ears and flapping his wings around his head. The robber nearly died of fright.

Somehow he got back to his gang. In a trembling voice, he told them that the house was full of monsters and deadly creatures who bit and scratched and kicked and attacked you in the dark.



So the robbers never went back to the house. The four friends found enough money in the house to live on there, in happiness and comfort. That is why, the musicians never went to Bremen.

Things to do :

1. Answer the following questions in short :
   (a) Who were the musicians ?
   (b) Did the musicians belong to Bremen town ?
   (c) Why did the donkey have to leave his master's house ?
   (d) Why were the following unhappy –
   (a) the dog (b) the cat (c) the cock ?
   (e) Was the donkey good-hearted ?
   How do we know that ?
   (f) Was the idea of singing to the robbers really clever ?
   (g) What effect did the musicians' singing have ?



2. Tell what happened to the robber who went back to the house.

3. Write the opposites of :

* starve * cruel * sadly * loud
* huge * hind legs * happiness

4. Write an imaginary conversation among the four musicians living in the house in the forest.

28. Baby's Dress

Baby, baby, bless her;
How shall Mummy dress her ?



The summer cloud
Is not too proud
To find the soft wool to dress her.





The blue bell
Is a true bell,
And will find the blue to dress her.





The cherry tree
Is a merry tree,
And will find the pink to dress her.





The lily bright
Will find the white,
The beautiful white to dress her.





The leaves in the wood
Are sweet and good
And will find the green to dress her.





The honeysuckle,
With buds for a buckle,
Will make a girdle to dress her.





The heavens hold
Both silver and gold
In the stars, and they will dress her.



– W. B. Rands

Things to do :

1. Find six pairs of rhyming words from the poem.
2. Which flowers are mentioned in the poem ?
   Describe each flower in one line.
3. Choose the words that describe a baby's dress well.

bright	hard	dull	beautiful	stiff	soft
tight	colourless	warm	cold	rough	pretty
smooth	colourful	light	heavy	tiny	

4. Where do we see the following colours in nature ?
   Answer with the help of the poem and your own observation :
   * white * blue * golden * silver * pink.
5. What prints/designs would you like to have on your clothes or your bedsheet ?
   List at least three designs for each.

29. Young Scientist – 2



We have seen a few interesting things that seem like magic tricks. If you understand how the trick works, you can use the science in it to make many such interesting things. Let us look at one such example.

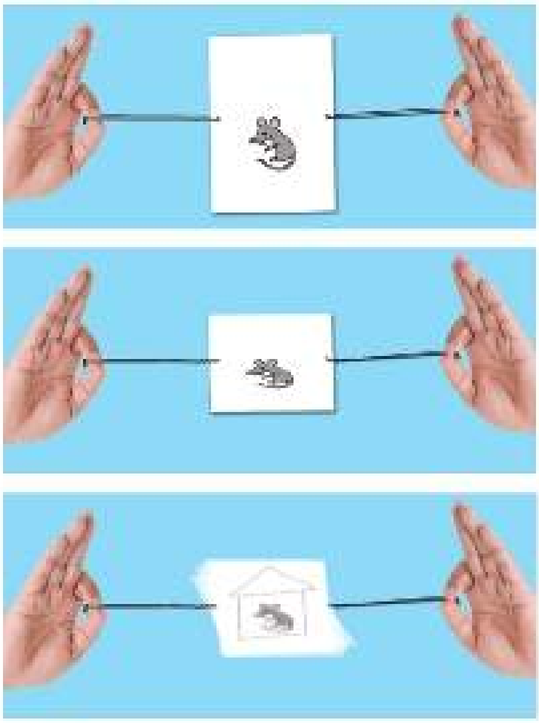
A mouse in the house

What you need :

Cardboard sheets, pencils, crayons, scissors, ruler, etc. a punch (a tool for making holes in paper).

What you do :

1. Cut out a rectangle from the cardboard sheet. It should be about 7cm × 10cm in size.
2. Make holes on each of its longer sides, as shown. See that the holes are exactly opposite each other.
3. Now draw the picture of a mouse on one side of the cardboard rectangle. Draw the picture neatly near the middle of the rectangle as shown.
4. Turn over the cardboard rectangle. The mouse side should be down and the blank side should be up.
5. Now draw a house near the middle of the blank side. The picture of the house should be larger than the picture of the mouse.
6. Colour the picture of the mouse if you like.
7. Now take two pieces of string, each about 19cm long.
8. Thread a string through each hole. Tie knots in each string to make a loop. Thus, you have the cardboard rectangle strung through the two holes.



9. Hold the string loops between the thumbs and forefingers, one loop in each hand.

10. Twist the threads several times. Then pull the loops out a little. The cardboard will start twirling.

- What picture do you see on the cardboard?

Right! You will see that the mouse has entered the house!

How did this happen? When did the mouse travel?

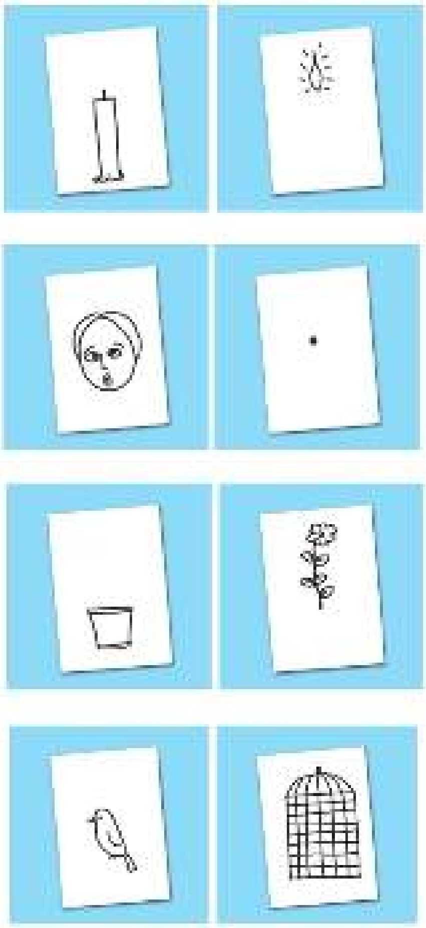
Now stop twirling the cardboard. You will find that the mouse has gone back to his place on the other side of the sheet.

Explanation : When you see something, your eye remembers the picture for a very tiny bit of time. If you show it a second picture within that tiny bit of time, it 'sees' both the pictures at the same time. The mouse does not really move at all!

You can also paste a stick between two discs or squares of paper, and quickly twirl the stick. If there are two different pictures on the two visible sides, you will see them as one picture.

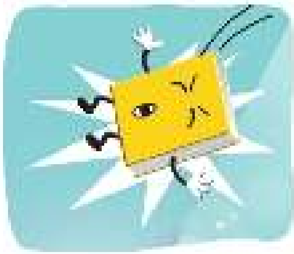
Try this simple experiment and surprise your friends! Here are some ideas for your experiment.

You may use your own ideas to make this amazing toy.



* * *

30. A Book Speaks







When you drop me on the floor
I get stepped on - my sides are sore;

Torn-out pages make me groan;
I feel dizzy if I'm thrown;

Every mark and every stain
On my covers gives me pain;

Please don't bend me, if you do
I don't want to talk to you;

But we will both be friends together,
If you protect me from the weather

And keep me clean so that I look
A tidy, neat and happy book.



- **sore :** If a body part is 'sore', it hurts when you touch it or move it.
- **groan :** make a sound that shows pain, unhappiness.

Things to do :

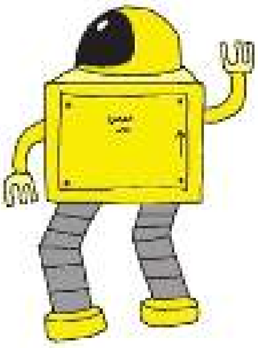
1. List the things that make a book unhappy. Example : Dropping the book on the floor.
2. What do we have to do to make friends with a book ?
3. Read the following and decide what the book will like ✓ or dislike × .

* Folding corners of pages ☐ * Using a book mark ☐
* Wetting your fingers with spittle when you turn the pages ☐
* Putting an open book face downwards. ☐

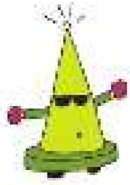
31. 'Robotics'

A robot is a complex man-made machine that can perform many of the tasks that human beings do, and some tasks that are too difficult or dangerous for human beings. Robots are built in such a way that they can perform these tasks automatically when they are started, or, on command. Robots may be operated by remote control.

A robot usually has three things. It has a built-in computer program. This program is like the robot's 'brain'. Only, a robot cannot think on its own like human beings do. It cannot decide whether to do something, whether something is 'good' or 'bad', on its own. It can learn and do only what the computer program makes it possible for the robot to learn and do. A robot does not have moods and feelings like human beings do. Like other machines, a robot can do boring tasks again and again and again without getting bored. It can work in dangerous places where human beings cannot go or live.



A robot has mechanical parts – or a 'body'. These parts enable the robot to move or perform certain actions in certain ways. These parts may have pipes, tubes, cylinders, wheels and gears joined in a particular way. There may be devices that scoop up or hold things, blow, suck, sweep etc. These parts are designed to suit the purpose for which the robot is built.

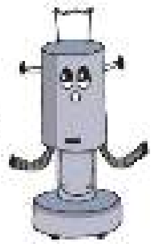


A robot also has 'sensors' or devices that inform it about its surroundings. These sensors are like the robot's eyes, ears, nose, skin, etc. Again, these devices are designed and fitted to the robot by experts who design and build the robot.

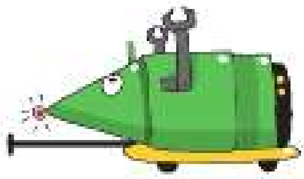
Some robots are designed to look like human beings, or other living things, or they may be given other suitable shapes. It requires a lot of hard work, skill and imagination to design and build robots. Would you like to design or build a real robot when you grow up ? For that, you will have to study the relevant subjects well and also develop a good imagination.

Design your own Robot !

Use the following points and make a design for your own robot.

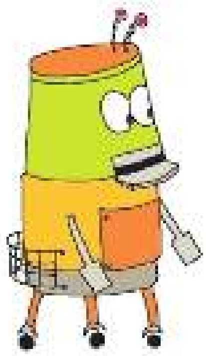


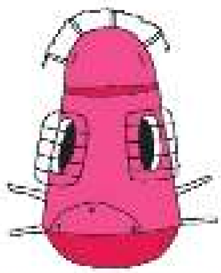
- **Purpose** : What are you building the robot for ? What work will it do when it is ready ?
- **Materials** : What materials will you use to build the robot ? - Metal, plastic, glass, etc.
- **Size and Shape** : How big or small will the robot be ? What shape would be most suitable ?
- **Parts** : What parts will the robot need to move or to do its work ? Is it necessary to have bending, curling or stretching parts ?
- **Sensors** : What sensors will the robot need ? Where will you fit the sensors ?
- **Energy** : Will your robot work on electricity – do you need batteries, solar cells, etc. ? Where will they be fitted ?



- How to operate the robot - do you need buttons or a remote control or both ?
- **Safeguards** : What safeguards will the robot need to protect its parts ?

Now, draw a picture of the robot that you have designed. Label the picture. Describe, in short, what your robot can do. Choose a suitable name for your robot.







For the Teacher : Encourage children to think of different types of robots. Let them draw the robots on big sheets and describe its parts, what it does, etc. on the same sheet. Arrange a display or exhibition of these robot designs.

32. The Noble Stag

As we all know, King Brahmadatta of Benaras was extremely fond of hunting. Luckily for him, on the outskirts of the city was a huge forest filled with deer. Among them, there was a mighty stag.

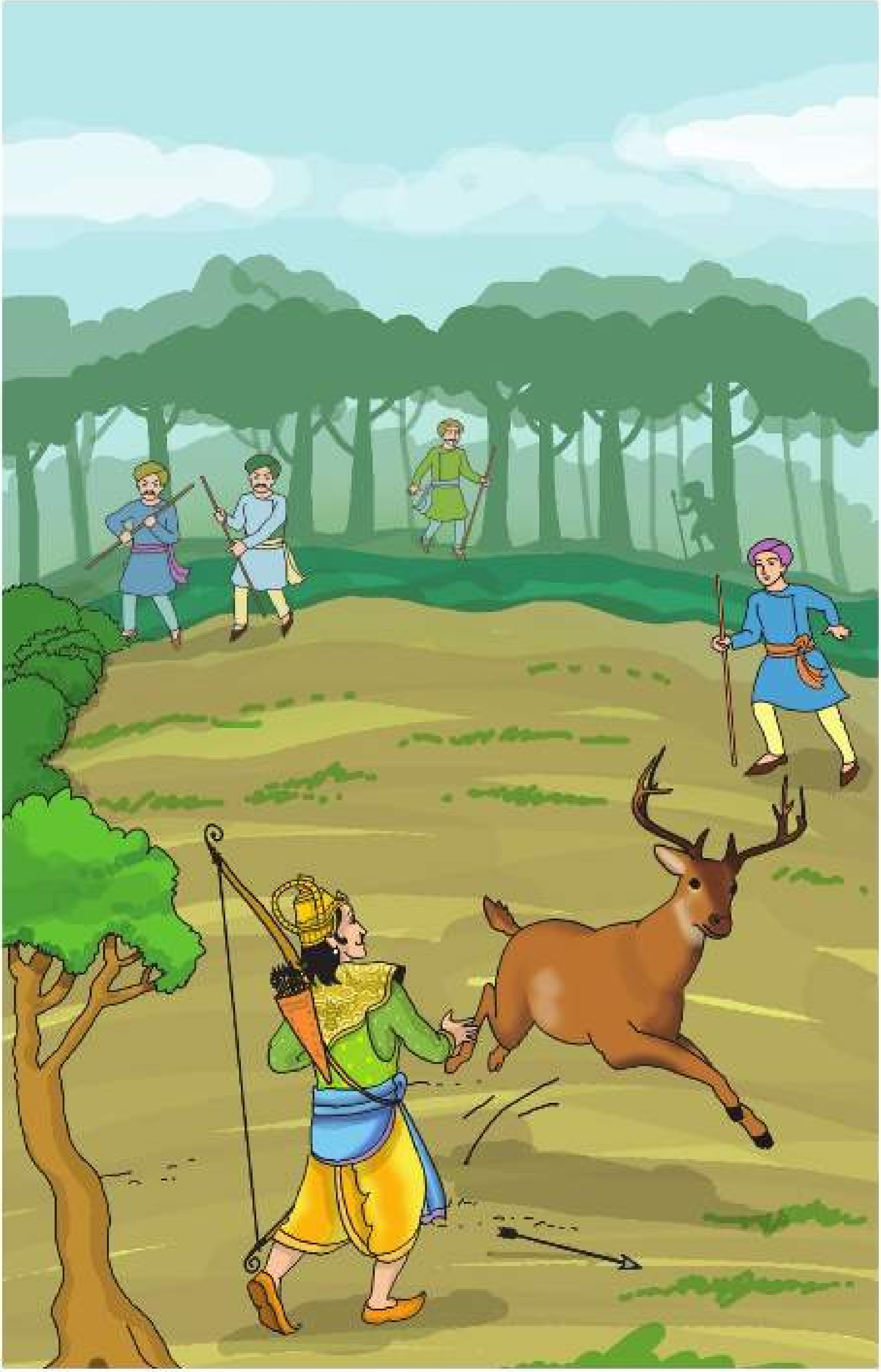
One fine day, the King had gone hunting with his courtiers. He told his courtiers, "If you allow even a single deer to escape, I will punish you severely." So, the courtiers formed a tight circle from which no deer could escape. Then they began to beat their sticks on the ground to frighten the deer hiding in the bushes and to make them run. The only way out of their circle was through a small clearing, where the King stood ready with his bow and arrows. The courtiers were beating their sticks on the ground and shouting when suddenly, a stag leapt out of a thicket.

The stag saw that the King was standing in the way. So he looked the King straight in the eye and made a dash towards him. The King was taken aback and shot an arrow towards the stag hurriedly. Of course it missed the mark. But the stag rolled over.

Now there is one thing that you must know about the stag. It has excellent instincts and is extremely good at dodging arrows, whether shot at from the back, front or even the top. If an arrow is aimed at its belly, it pretends to roll over and then jumps up and runs once the danger has passed.

So when this stag rolled over, the King thought that his arrow had found its mark. He lowered his bow and began to walk towards the stag. But the stag suddenly jumped up and shot past the men. When the courtiers realised that the King had been mistaken, they started to laugh.

Now the King thought himself to be an excellent marksman and could not bear the taunts of his men. He grabbed his sword and set off into the forest in order to catch the stag. He chased the stag for quite a while and covered a long distance.



The stag came upon a hole in the ground that was covered by a rotting tree and filled with slime. From a distance it could smell the dirty water and so was careful not to run over it. But the King could not sense the pit and fell right into it.

After a while, the stag realised that he was not being followed any longer. He understood that the King had perhaps fallen into the pit.

So the stag went back to the pit and saw the King struggling for his life. The stag felt very sorry for the King. He decided to save the King's life even though the King was following him with the intention to kill him.

The stag told the King not to worry and to be brave for a while longer. He then caught a huge rock with his hind legs and lowered himself into the pit. The King caught hold of his neck and the stag climbed out onto the level ground and carried the King to safety.

The King thanked the noble stag again and again and asked him to return with him to Benaras, where he could have anything and everything he wanted. But the stag did not want anything in return for his help. He just requested the King to rule wisely and well and be kind to animals. Then the noble stag disappeared into the forest. King Brahmadatta then vowed not to hunt or hurt any animal.

• **outskirts :** the outer parts of a city or town. • **courtiers :** persons at the court of a king. • **thicket :** thick growth of shrubs, plants.
• **instincts :** inborn ways of behaviour or thinking. • **dodging :** moving aside quickly to avoid an arrow, blow, etc. • **marksman :** a person skilled in shooting, in hitting a target. • **taunts :** teasing or insulting remarks.

Things to do :

1. Answer the following questions :
   (a) What did the King tell his courtiers ?
   (b) Was the stag hurt by the King's arrow ?
   (c) How did the stag escape ?
   (d) Why did the King set off into the forest ?
   (e) Why did the stag return ?

(f) How did the stag save the King's life ?

(g) What did the stag tell the King ?

(h) Why is the stag called 'The Noble Stag' ?

2. Read each of the following sentences. Use some other suitable word in place of the word given in a box. (You need not use words from this story but you have to make meaningful sentences.)



* The King was extremely fond of [hunting].
* The huge forest was filled with [deer].
* The stag came upon a [hole].
* He told the King not to [worry].
* The noble stag [disappeared] into the forest.

Now, try to replace other words in each sentence in the same way to make many more sentences.

3. Note the following :

* One king – many kings
* One bush – many bushes
* One city – many cities
* One horse – many horses
* One arrow – many arrows
* One leaf – many leaves
* One child – many children
* One foot – many feet

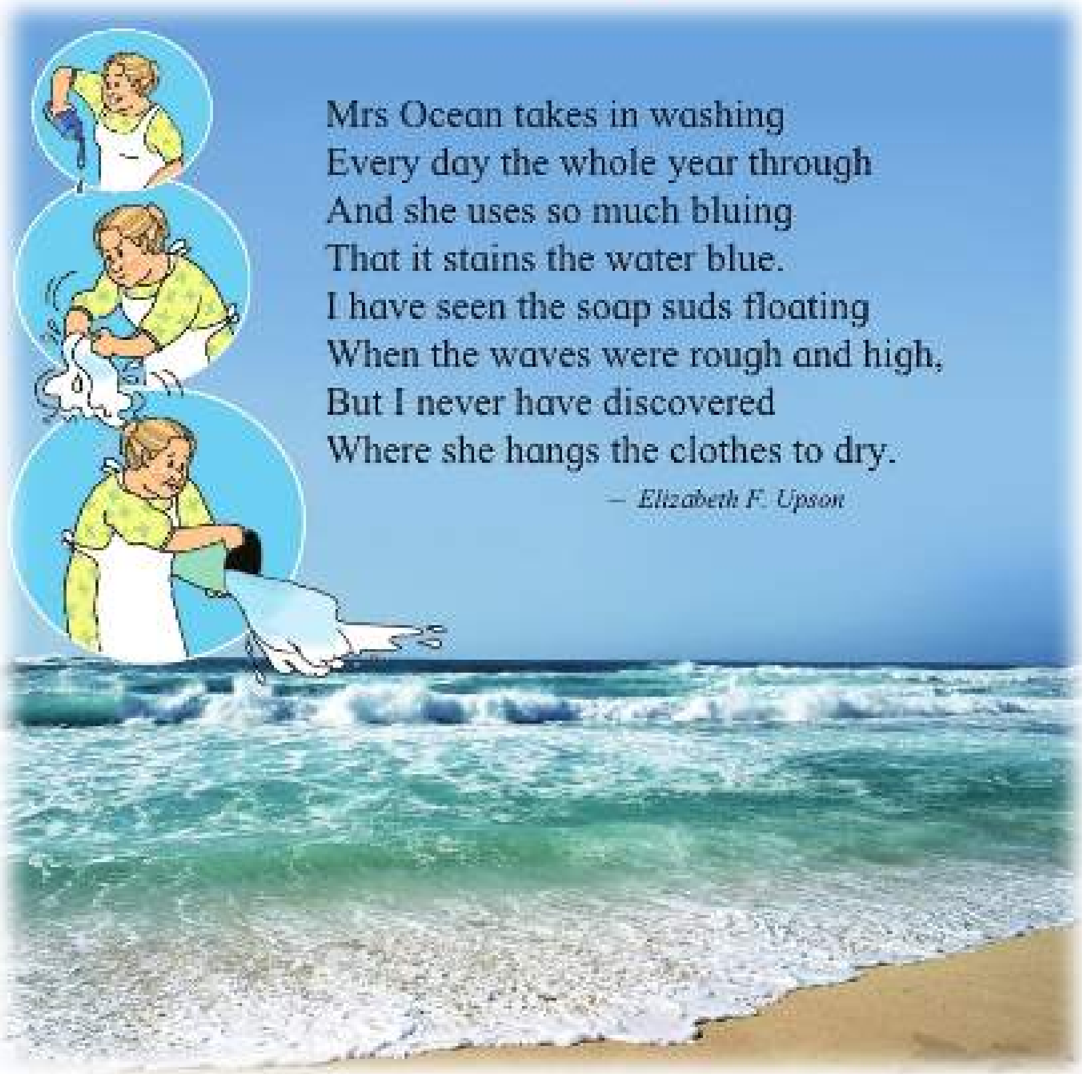
BUT

* One deer - many deer
* One sheep - many sheep

Make a collection of other such 'one-many' pairs.



33. Washday



Mrs Ocean takes in washing
Every day the whole year through
And she uses so much bluing
That it stains the water blue.
I have seen the soap suds floating
When the waves were rough and high,
But I never have discovered
Where she hangs the clothes to dry.

— Elizabeth F. Upson

• **bluing :** blue substance that is used in washing to make yellowing fabrics look whiter. • **stains :** colours. • **soap suds :** foam or lather formed in soapy water.

Things to do :

1. Answer the following questions :
   (a) What is the ocean called in this poem ?
   (b) What does Mrs Ocean do every day ?
   (c) Why does the sea water turn blue ?
   (d) What do the waves breaking on the shore look like ?

2. The poet uses her imagination to talk about Mrs Ocean.
   Can you use your imagination to talk about the following ?
   (a) Mr Moon   (b) Mr Sun   (c) Ms Earth

34. At the Bottom of the Ocean

What is there under the sea ?



The sea is very deep. There are many plants and animals in the sea. Some of them are very small. We cannot see them with our eyes.



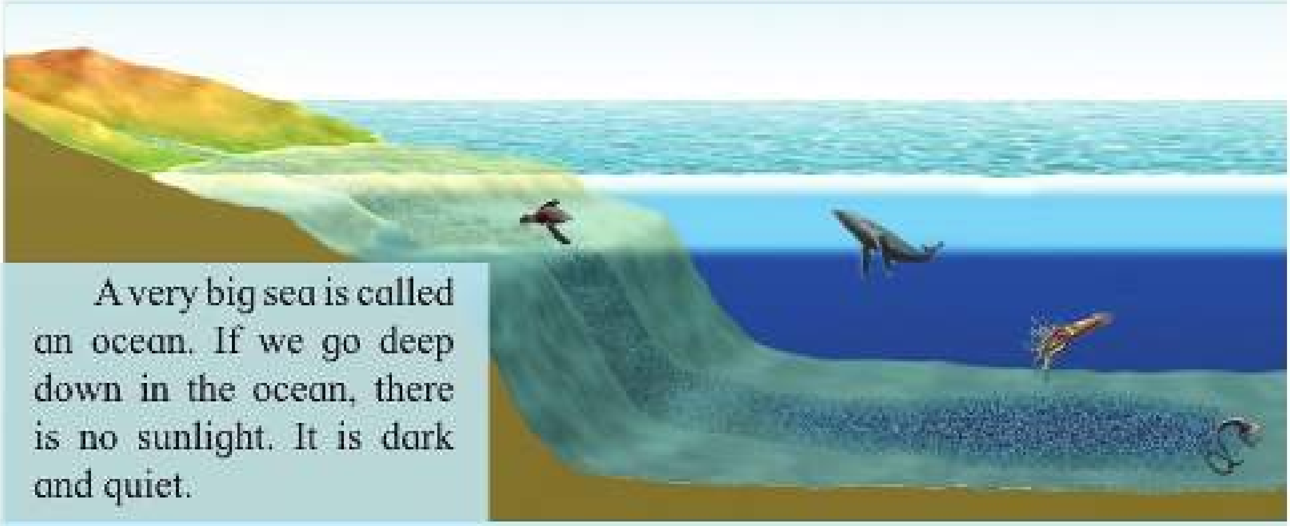
There are fishes, turtles and many strange and beautiful animals in the sea. The largest of all animals is the blue whale. It lives in the sea.





There are many different types of plants in the sea. In some places, there are so many that it is like an under-water forest.

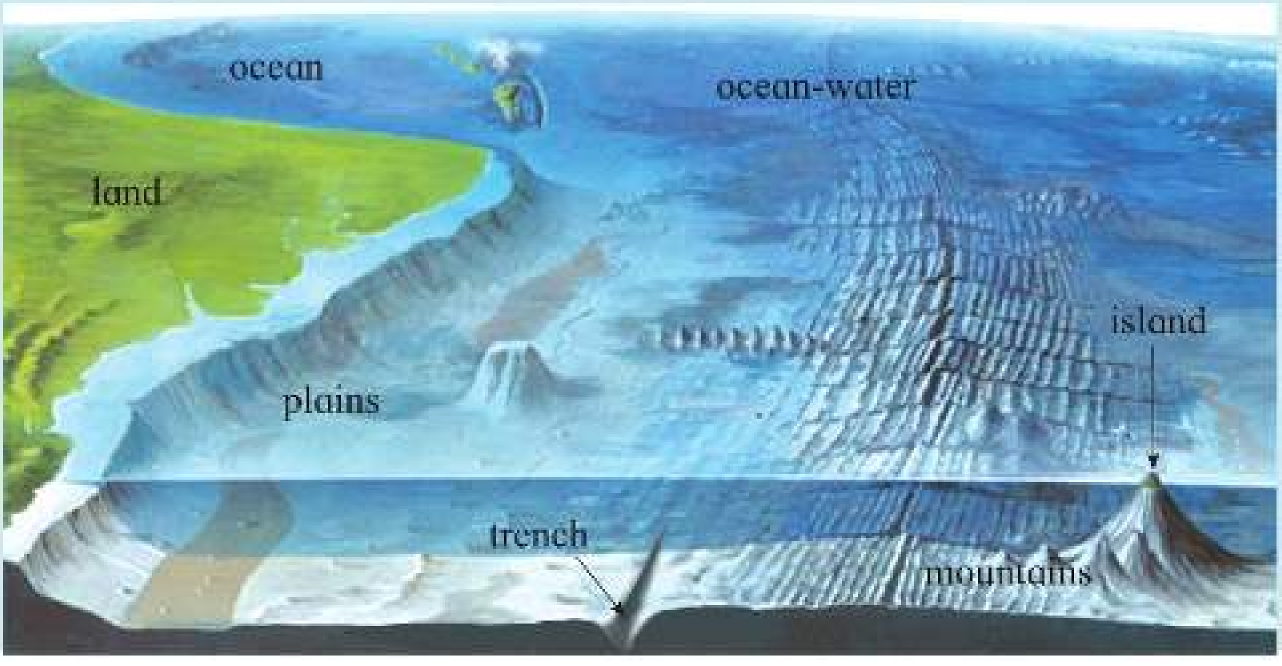




A very big sea is called an ocean. If we go deep down in the ocean, there is no sunlight. It is dark and quiet.

The bottom of the ocean is known as 'ocean floor'. The ocean floor is not flat. Just as we see mountains and valleys and plains on land, there are mountains and plains and also deep trenches in the ocean floor.

When the top of such a mountain rises out of ocean water, it forms an island. You can see these things in the picture below.



Things to do :

1. Say whether the following statements are true or false :
   (a) The sea is very deep.
   (b) There aren't any plants in the sea.
   (c) The blue whale lives in the sea.
   (d) The blue whale is the largest of all animals in the sea.
   (e) Deep down in the ocean, there is no sunlight.
   (f) The ocean floor is flat.
   (g) There are mountains under the ocean water.
   (h) An island is a mountain top that rises out of ocean water.

2. Describe the following in one line each.
   * An ocean * Ocean floor * An island

3. Try to describe the following using your imagination/observation. Draw pictures or maps for your description.
   * The view of a city as seen from the top of a hill.
   * The view of a village as seen from the top of a tree.
   * What you see in the sky early in the morning.
   * What you see in the sky in the evening.
   * What you see in the sky at night.



4. Find as many words as possible that can fit the following descriptions.
   * big and small * strange and beautiful * dark and quiet.

5. With the help of your teacher, find the names of all the big oceans in the world. Find the names of the bay, the sea and the ocean that lie along the boundary of our nation.

6. The poem 'Washday' is based on imagination and the passage 'At the Bottom of the Ocean' is based on actual observation. Now, say whether the following are based on imagination or observation.
   (a) In a Biscuit Factory (b) The Sugar-Plum Tree
   (c) A Vanishing Trick (page 34) (d) A Team of Workers
   (e) The Bremen Town Musicians (f) The Noble Stag

35. Pinocchio

Long, long ago, there lived......

'A king !' you will say immediately. No children. You are mistaken. Once upon a time, there was a piece of wood. A common block of firewood. It was found in the shop of a carpenter. But whenever he put his tools to the block to cut it, to carve it, or to scrape it, it began to talk - 'Oh, that hurt !' 'Don't break me, please.' 'Oh, that tickles !'

Just then, his neighbour Geppetto came in to ask for a piece of wood. Geppetto wanted to make a wooden puppet that could run, jump and make its way around in the world. So the carpenter readily gave the piece of wood to Geppetto.

Geppetto brought the piece home and carved it into a puppet, lovingly. As he had no family, he began to think of the puppet as his son, and named him Pinocchio. But Pinocchio was quite a naughty puppet. As soon as Geppetto taught it to walk, he ran out of the hut. He ran so fast that Geppetto could not catch him. A policeman caught him and brought him back to Geppetto.



Though Pinocchio was such a naughty puppet, Geppetto loved him dearly. He would do anything for his son. But Pinocchio was not always nice to his father. He always promised to be a good boy and tell the truth and obey his father, but more often than not, he forgot all his promises.

Pinocchio wanted to be a real boy, a real son to his father and not just a wooden puppet. He meant well, but he was only a little wooden puppet and did silly things he should not have done. You can read about all his antics in a book called 'The Adventures of Pinocchio', but here are some of them in short.

Pinocchio thought he would go to school, learn reading in a day, writing the next day and then arithmetic on the day after that. Then he planned to earn a lot of money for Geppetto. Geppetto felt very happy that Pinocchio wanted to go to school. But he did not have the money for the schoolbook. Though it was very cold, poor Geppetto sold his only coat to get the money for Pinocchio's schoolbook.

Pinocchio started for school. On the way, he came upon a puppet show. He forgot all about his plans to go to school. The naughty puppet that he was, he sold his schoolbook and with that money, bought a ticket to the show.

When Pinocchio entered the puppet theatre, the puppets on the stage saw him. They were very happy to see their brother. They forgot their play and began to call out to him. In two leaps, Pinocchio was on the stage. They all began to hug and slap one another on the back, and jump and clap. People who had come to see the play did not like this interruption at all. They began to shout.

The puppet master was very annoyed. He decided to throw Pinocchio into the fire. Pinocchio's puppet friends pleaded with the puppet master not to do that. Then, instead of Pinocchio, the puppet master chose another puppet for throwing into the fire.

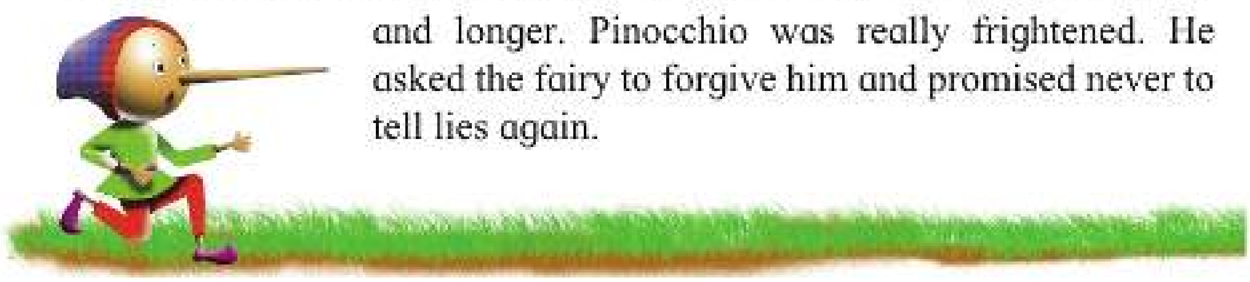
Now, Pinocchio was really good at heart. He was sorry for the other puppet. Very gallantly, he told the puppet master that he was ready to burn in the fire himself and the puppet master should spare the other puppet's life.



The puppet master was not really a wicked master. He let both the puppets go. Not only that, he also gave Pinocchio five gold coins for his old father Geppetto, when he heard his story.

Now, did Pinocchio take these coins to Geppetto immediately ? No, the silly little puppet that he was, he got into more and more mischief and trouble due to the coins.

A kind fairy saved Pinocchio from the robbers who had caught Pinocchio for the coins. But when the fairy asked Pinocchio about the coins, he lied to her. But then, a strange thing happened. The moment Pinocchio told a lie, his nose grew longer. With every lie, it grew longer and longer. Pinocchio was really frightened. He asked the fairy to forgive him and promised never to tell lies again.



Pinocchio did not learn to tell the truth or listen to the good advice of his friends and his father and the fairy easily. So, at the end of a number of adventures, do you know where he found himself ? At the bottom of the sea !



And there, he was swallowed by a big shark that was one mile long. Poor Pinocchio ! Now at last, he was truly sorry for all the foolish things that he had done. But once you get into a difficulty, its not very easy to get out of it.

However, inside the stomach of the shark, Pinocchio saw a faint light. When he went near the light, surprise of surprises ! He found Geppetto !

Geppetto had been worried about Pinocchio since he had left home. He had searched for Pinocchio far and wide. During

the search, the shark had swallowed the ship on which Geppetto was travelling ! With great effort and courage, Pinocchio took himself and Geppetto out of the sharks's stomach. He carried Geppetto back to the shore.



After that, Pinocchio really proved to be a good boy. He began to work very hard to help Geppetto. When he heard that the fairy was ill, he sent her all the money that he was saving for himself. And then to his joy and amazement, he found that he had turned into a real boy !

– *Based on 'The Adventures of Pinocchio' by Carlo Collodi.*

Things to do :

1. Answer the following questions :
   (a) Why did the carpenter give the piece of wood to Gepetto ?
   (b) What did the Puppet Pinocchio want ?
   (c) Why could Pinocchio not become a real boy ?
   (d) Why did Pinocchio's nose become long ?
   (e) How did Pinocchio become a real boy at the end ?
2. Give one example each of the following :
   (a) Pinocchio's naughtiness
   (b) Pinocchio's silly ideas about school
   (c) Geppetto's love for Pinocchio
   (d) The puppet master's kindness
3. Use the following words in your own sentences or short paragraphs :
   * readily * lovingly * annoyed * pleaded
   * gallantly * immediately * at last * truly
4. Write / Tell any one of Pinocchio's adventures in short, in your own words.
5. Write / Tell about any one silly thing that you have done.
6. Write / Tell about any occasion when you wanted to help others.
7. Complete the following sentences in as many ways as possible :
   * Once upon a time, ...
   * Early one morning, ...
   * Last night, ...

36. Gadge Maharaj

Gadgebaba was a modern saint. He lived many years ago but he is still remembered for the great work he did in thousands of places.



What did he look like? Silver hair, brown eyes, fair skin. Big, tall and stout body. He wrapped a lungi around the waist and wore a torn but clean shirt. A cloth shoe adorned one foot while the other foot was many times bare. He always carried a bowl and a stick. Because of this bowl or a 'gadge', people started calling him Gadge Baba or Gadge Maharaj. His real name was Debuji Zhingraji Janorkar.

He never stayed long in one place. He slept only on a rough blanket and used only his own arm as a pillow. He roamed from village to village spreading his message of cleanliness, humanity and the importance of education. He was not bothered by hunger or thirst. What he liked was bhajan, keertan and teaching people. Thousands of people flocked to listen to his keertan.

His keertans used to be very lively. He would not simply give lectures. He would often put questions to the audience to keep up their interest. Then he would show them how absurd they were in their words and actions. For example, he would ask :

– How many gods are there ?

– One.

– You worship Khandoba, Mhasoba, Viroba and Vetal and so on. You worship many more, don't you ?

– Yes !

– Your actions show that you believe that there are a number of gods. And yet you said a little while ago that you worship one God. Were you asleep then ?

The audience would be taken by surprise. Then they would listen more attentively to the Baba. Baba would say,

– You offer things to God in return for His favour, don't you?

– Yes, we do.

– And don't you say, God, my child is ill. Please make him well. I'll offer you a goat.

– Yes, we do.

– And don't you say that if God lets go the two-legged child, you will offer him in return a four-legged animal?

– We do.

– Why? Can God who created this world be so cruel? Can He be so greedy? Can He be bribed?

– No!

– Do you think killing and eating one of the God's creatures will please him? Will He bless you for that?

Then the audience would realize how wrong their thinking was. They would promise to be more thoughtful.

After the keertan, people flocked to touch Gadge Baba's feet. But he wouldn't allow anyone to do that. He didn't like people touching his feet. As soon as the keertan was over, he sped away, leaving the crowds far behind. "Develop good qualities. That's all. There's no point in touching my feet," he said.

Baba followed one rule to the end of his life. Wherever he went, be it a village, town or small settlement, he asked for sturdy brooms, spades and pans. Then he would sweep and clean the whole area. Soon, other people joined him, but he did not wait for that to happen. He started sweeping and cleaning the place himself. And if any bystander tried to bow to Baba while he was busy in this work, that person would get a smack of the broom on the back.

"You don't do any of this work yourself. And when somebody else tries to do it, you put yourself in the way ! Move aside! See how nice and welcoming this village looks when it is clean!"

If you visit a holy place in Maharashtra like Pandharpur or Nashik or Dehu or Alandi, you will see the work Gadge Baba did in these places. He himself worked hard, asked for help and built free boarding places, ghats on the rivers, and water spouts. For the poor, helpless, disabled and the needy, he started places that offered food free of cost. He built schools, colleges and hostels for children. He saw God in the poor and miserable people. Serving these people was his way of serving God!

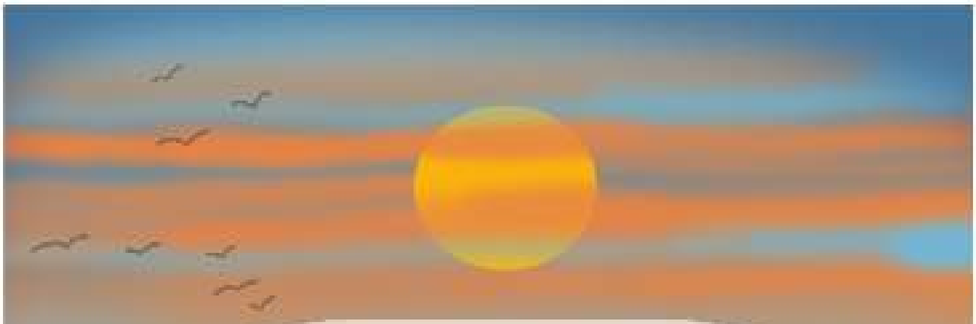
- **adorned :** decorated with. • **bare :** without any covering.
- **humanity :** kindness or consideration for others. • **flocked :** gathered, came together. • **audience :** people who gather to listen to something.
- **sped away :** went away speedily. • **sturdy :** strong.
- **bystander :** person standing near but not taking part in what is happening.

Things to do :

1. Answer the following questions in a few lines.
   (a) What did Gadge Baba look like?
   (b) Why did people call him Gadge Baba?
   (c) What message did Gadge Baba spread?
   (d) Why did Gadge Baba speed away after the keertan?
   (e) Wherever he went, what did Gadge Baba do?
   (f) What was Gadge Baba's way of serving God?

2. List the different ways in which you can help to keep your home and school clean.

37. Bedtime



The evening is coming,
The sun sinks to rest;
The rooks are all flying
Straight home to the nest,
"Caw!" says the rook, as he flies overhead,
"It's time little people were going to bed!"

The butterfly, drowsy,
Has folded its wing;
The bees are returning;
No more the birds sing;
Their labour is over, their nestlings are fed;
It's time little people were going to bed!

Good night, little people,
Good night and good night :
Sweet dreams to your eyelids
Till dawning of light;
The evening has come, there's no more to be said
It's time little people were going to bed!

- **rook :** a kind of bird.
- **drowsy :** sleepy.
- **labour :** hard work.
- **nestlings :** young birds which haven't yet left their nest.

Things to do :

1. Read the poem aloud.
2. Write what the following are doing – * rooks * butterfly * bees * birds.
3. What is your 'bedtime' ? Who tells you to go to bed ?

38. The Magic Kettle

(A tanuki is a small, furry, dog-like animal found in Japan. There are many imaginary stories about this playful little animal. It is believed in the stories that a tanuki can take the shape of any thing or any animal. Here is a story about a tanuki and a pedlar called Jimmu.)



Once in the country of Japan, there lived an old man. He lived in a beautiful house high up in the mountains. He was proud of his house with its white straw mats and pretty papered walls. In warm weather, he slid back the walls to let the smell of the trees and the flowers come in.

One day, he was standing looking at the mountain opposite, when he heard a kind of rumbling noise in the room behind him. He turned around and saw a rusty old iron kettle in a corner. How the kettle got there, the old man did not know, but he picked it up and looked it over carefully.

"That's a piece of luck," he said, smiling to himself. "My old kettle was getting worn out and this looks like a good kettle."

He filled the new kettle with water and put it on the fire. As soon as the water in the kettle began to get warm, a strange thing happened. The man thought he must be dreaming. The handle of the kettle slowly changed its shape and became a head. The spout grew into a tail. Out of the body of the kettle, sprang four paws. In a few minutes, the man was watching, not a kettle, but a tanuki !



The tanuki jumped off the fire and bounded about the room like a kitten. It ran up the pretty papered walls and even across the ceiling. The old man could not catch it. He called his neighbour for help. Somehow they caught the tanuki and shut it up in a wooden chest. Running after the tanuki had made them both very tired. They sat down on the mat to rest.

"What shall I do with this naughty animal ? I don't want to keep it in the house." said the old man.



"Why don't you sell it off to Jimmu, the pedlar?" the neighbour suggested.

"That's a good idea!" said the old man.

So, they sent for Jimmu. When he came, the old man went to the chest and lifted the lid very very carefully. But there was no tanuki inside, only the old, rusty kettle the old man had found. He did not now want to keep the kettle. He gave it away to Jimmu without taking any money for it.

Jimmu put the kettle in his cloth bag and started off home. He felt that his bag was getting heavier and heavier on the way. But he did not put it down. On reaching home, Jimmu put the bag away carefully in a corner.



At night when Jimmu was fast asleep he heard a sudden noise and woke up. He could not see anything but he thought he heard some noises in the corner. When he lit the lamp, he saw that the kettle had turned into a tanuki once again. It was running round chasing its own tail. It ran here and there and jumped and turned somersaults. Jimmu sat watching the tanuki for a long time. Then he fell asleep.

When he got up in the morning, he saw that the tanuki had not run away. The old kettle was still there lying in a corner. He picked it up lovingly.

"Do you wish to stay with me, tanuki?" he asked.

To his surprise, the tanuki answered in a human voice. "I'll stay with you and make you very rich. You can show me around. People will give a lot of money to see a kettle turn into a tanuki and dance."

So that's what they did. Jimmu set up a booth with a platform. He put the kettle on the platform. At his command, the kettle turned into a tanuki. At Jimmu's commands, the little furry animal would then walk, run, jump, leap, turn somersaults or dance. People loved to see the kettle change into a playful little animal that could do all this. They paid Jimmu well to see the show. Big crowds of people came to watch the show. And the dear little tanuki never disappointed them. Merrily, it danced many dances – the shadow dance, the fan dance, the umbrella dance. It never tired of dancing.

Soon, Jimmu had collected lots and lots of money. He had become a very rich man. He said to the tanuki, "Dear tanuki, you have made me very rich. We can both live in comfort now. We can stop the shows if you like."

So, they decided to stop the shows. But Jimmu did not forget the old man who had given him the magic kettle. He gave some of the money to the old man. All of them lived long and happy lives. Jimmu and the old man are no more but you may still come across the magic kettle lying in a corner somewhere in Japan.



- **rusty :** old, covered with rust - the reddish layer that forms on old iron articles. • **bounded about :** jumped high here and there. • **pedlar :** a person who sells things from door to door. • **booth :** small tent or building in a market. • **merrily :** in a happy, cheerful way.

Things to do :

1. Answer the following questions :
   - (a) Why was the old man proud of his house ? Describe his house.
   - (b) What did the old man find in his house one day ?
   - (c) Why did he decide to keep the old kettle ?
   - (d) What happened to the kettle when it was put on the fire ?
   - (e) What did the tanuki tell Jimmu ?
   - (f) Why did Jimmu decide to stop the shows ?

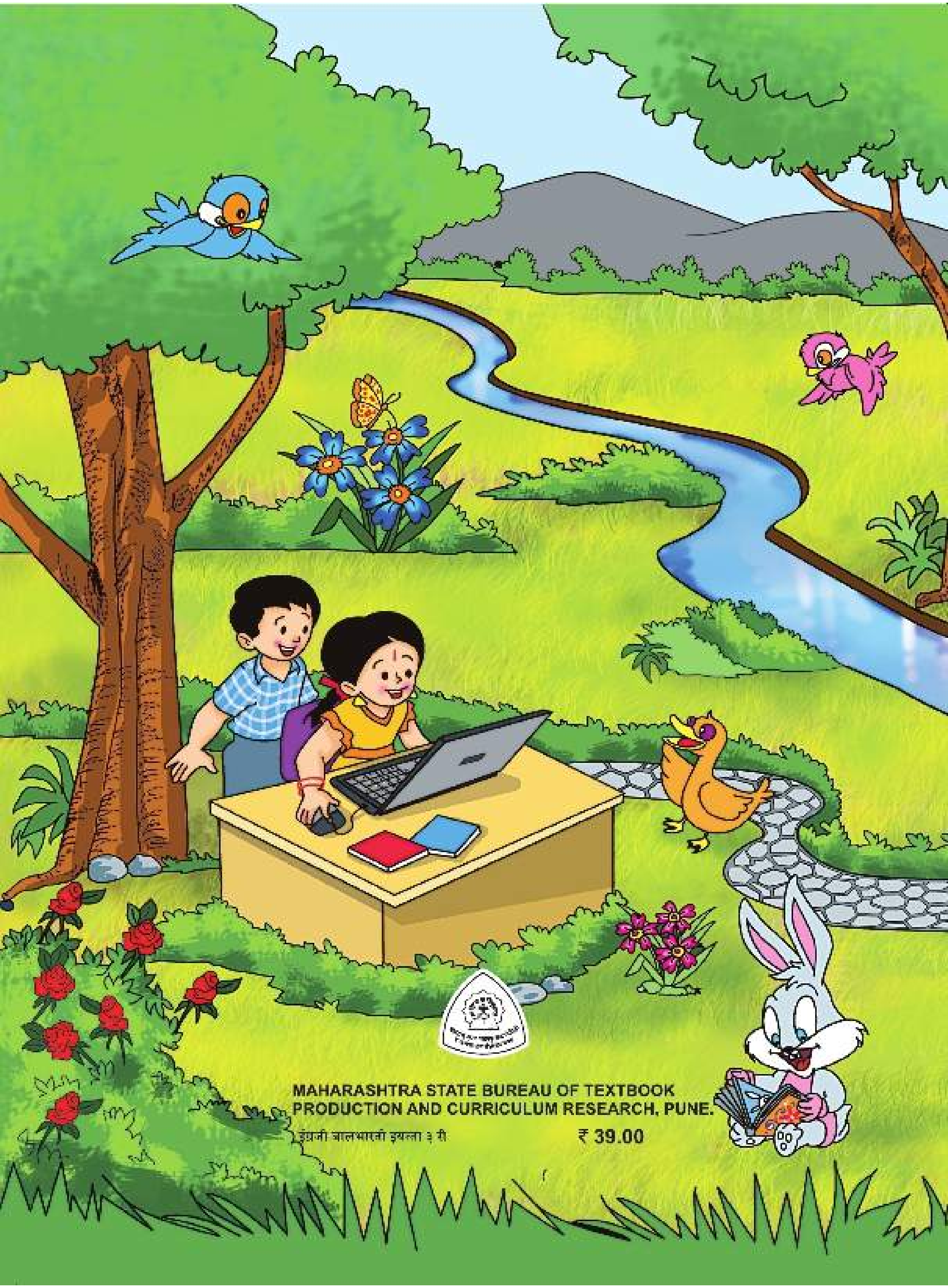
2. Describe the 'Tanuki Show' in your own words.

3. What reasons can you think of for the following :
   * The kettle turned into a tanuki when it was put on the fire.
   * The tanuki decided to stay with Jimmu.

4. Find the smaller words hidden in the following words :
   carefully, lovingly, furry, playful, somewhere.

5. What would have happened had the old man kept the tanuki ? Write in short.





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